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ABSTRACT

Designed for use in teaching the food service phase of a general home and community service program or in teaching a food service program, this food service guide is also suitable for use with students in vocational education for the handicapped (VEH) programs and with mainstreamed special education students in other occupational home economic programs. The first section deals with various aspects of home economics VEH, including characteristics of VEH students, facilities and equipment, program planning, teacher responsibility, curriculum planning, resources, classroom instruction, laboratory experiences, program implementation, and utilization of class output. Provided next are eight units of instructional materials on the following topics: sanitation, safety, food storage, small equipment, large equipment, food preparation, quantity cookery, and customer service. Each section is organized around necessary competencies and includes vocabulary, behavioral objectives, learning and evaluation activities, teaching aids, and a learner progress record. (A related clothing service guide is available separately--see note.) (MN)

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VOCATIONAL EDUCATION FOR THE HANDICAPPED

FOOD SERVICE GUIDE

Materials Developed and Distributed by

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Directed by

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DESCRIPTION OF
HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER

The Home Economics Instructional Materials Center was established September 1, 1967, as a cooperative project between the Division of Homemaking Education, Texas Education Agency, and the College of Home Economics, Home Economics Education Department, Texas Tech University at Lubbock, Texas. The Center is one of five curriculum centers in four locations which make up the Texas Instructional Materials System.

The instructional materials developed at the Center are intended to assist teachers and coordinators in promoting and teaching home economics in the following program areas:

Homemaking Education (Useful)
Home Economics Cooperative Education
Home Economics Pre-Employment Laboratory Education
Home Economics Vocational Education for the Handicapped

The homemaking education staff at Texas Education Agency, home economics teachers across the state, teacher educators, subject matter specialists, and advisory councils of business and industry representatives participate in the development of each publication. The Center staff coordinates the development of the instructional materials.

Special acknowledgement is given to the following persons for their roles in the continuing operation of the Center:

> Mrs. Elizabeth Smith, Director, Division of Homemaking Education, Texas Education Agency, who conceived the orginal plan for establishing the Center and continues to determine ways in which the Center can meet the needs of Homemaking Education in Texas. Mrs. Pat Lindley, Coordinator, Vocational Curriculum, Texas Education Agency, who coordinates the activities of the five instructional materials centers in Texas.
>
> Dr. Donald Longworth, Dean, College of Home Economics, and Dr. Camille G. Bell, Chairperson, Department of Home Economics Education, Texas Tech University, who serve the Center in an advisory capacity.

Linda Glosson, Director
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PREFACE

Recent federal legislation has placed greater emphasis on insuring the right of handicapped persons to a free and equal education than ever before. The legislation pertains to civil rights in education, vocational preparation, and job placement and promotion. Specifically, the laws provide a basis for the development of educational programs for the handicapped.

The Vocational Education for the Handicapped (VEH) program is one means available for providing vocational education for students with special needs. The VEH program is designed to provide vocational education preparing students for gainful employment and to provide students with a vocational curriculum that departs from traditional content and methods. The program is intended for students with exceptional handicaps who cannot succeed in regular vocational programs. Only students eligible for special education are eligible for Vocational Education for the Handicapped.

The program has the following purposes:

1) To provide students with vocational education preparing them for gainful employment in jobs requiring entry-level knowledge and skills.
2) To provide students with a vocational curriculum that departs from traditional content and methods of teaching at a level where students can succeed.

The VEH Food Service Guide is designed for use in teaching the food service phase of a general home and community service program or in teaching a food service program. Although the materials were designed specifically for the VEH programs, they should also be useful to teachers of mainstreamed special education students in other occupational home economics programs.

The following concepts are included: sanitation, safety, food storage, small equipment, large equipment, food production, quantity cookery, and customer service.

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VOCATIONAL EDUCATION FOR THE HANDICAPPED

FOOD SERVICE GUIDE

VOCATIONAL EDUCATION FOR THE HANDICAPPED

Food Service Guide

Home Economics Vocational Education for the Handicapped is an occupational program which helps students, who could not succeed in regular occupational home economics programs, prepare for the world of work. The Food Service program or food service portion of a Home and Community Service Program provides training in food production and services. In order to train VEH students for employment in entry-level positions, the VEH Food Service program should include instruction in various competency areas of food service occupations. A list of food service competencies is included on pages 487-491.

Many career opportunities exist in the areas of food production and services. Laboratory experiences and classroom instruction are designed to provide students with knowledge and skills needed for gainful employment in these areas. The laboratory experiences are conducted in a food service laboratory on the school campus which operates under the direction of the VEH teacher.

Description and Characteristics of VEH Students

The definition of the term "handicapped" utilized in recent legislation regarding education is as follows:[1]

> The term "handicapped children" means those children evaluated (in accordance with regulations that insure appropriate student placement)[2] as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

A broader definition of "handicapped" is given in Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112). This definition of handicapped includes any person who has a physical or mental impairment that substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

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[1] Education of the Handicapped Act: Part B as amended by the Education for All Handicapped Children Act of 1978 (Public Law 94-142) and the Vocational Education Act of 1963 as amended by the Education Act of 1976 (Public Law 94-482).

[2] The phrase in parentheses is an interpretation of the exact wording of the definition which refers to parts 121a.53-121.534 of this legislative act. For exact wording, refer to the specified parts of the act.

Students in each of the eleven categories of handicaps identified in the Education for All Handicapped Children Act may be characterized as follows:

1) Deaf--a hearing problem that causes the student to do poorly in school. The student may find it hard to understand speech either with or without a hearing aid or device.

2) Deaf-blind--a combined hearing and sight problem that causes the student to do poorly in school. The student's problems are such that programs designed only for deaf or blind students are not suitable.

3) Hard of hearing--a permanent or varying hearing problem that causes the student to do poorly in school. This includes students not included in the definition of "deaf."

4) Mentally retarded--a definite below-average ability to think and to reason that causes the student to do poorly in school. Students who are mentally retarded may develop behavior problems early in their lives, during a time of rapid growth and development.

5) Multihandicapped--a combination of handicaps such as mentally retarded-blind that causes the student to do poorly in school. Programs designed just for one of the handicaps do not meet the needs of students classified as multihandicapped. This category does not include deaf-blind students.

6) Orthopedically impaired--a deformity of the skeleton that causes the student to do poorly in school. This term includes impairments present from birth and those caused by disease or accident. Some examples include clubfoot, amputations, cerebal palsy, and polio.

7) Other health impaired--limited strength, energy, or alertness due to chronic or severe health problems that cause the student to do poorly in school. This category includes such health problems as heart conditions, tuberculosis, rheumatic fever, diabetes, asthma, sickle cell anemia, hemophilia, epilepsy, and others.

8) Seriously emotionally disturbed--defined in two parts as follows:

   a) A condition occurring over a long period of time and to such a degree that the student does poorly in school. The condition may reveal one or more of the following characteristics:

      -Lack of ability to learn which cannot be explained by other factors (intellectual, sensory, or health).
      -Lack of ability to get along with teachers and peers.
      -Display of behaviors under normal situations that are not appropriate.
      -General, overall unhappiness or depression.
      -Tendency to show physical signs or display fears related to school or personal problems.

b) This term also includes students who are schizophrenic or autistic. It does not include students who have merely made poor social adjustments unless these students show other behaviors listed above.

9) Specific learning disability--a mental learning disorder that causes the student to do poorly in school. The student may find it hard to understand and use spoken or written language. This term includes such conditions as brain injury and dyslexia. It does not include students with learning problems that result from hearing, sight, or motor handicaps; or from mental retardation, or from certain disadvantages.

10) Speech impaired--a speaking problem that causes the student to do poorly in school. Included in this category are stuttering and voice or language impairments.

11) Visually handicapped--a sight problem even with correction, that causes the student to do poorly in school This category includes both blind students and those with partial sight.

Specific descriptions of these and related handicaps are given in Chapter V of the VEH Handbook (available from Home Economics Instructional Materials Center).

Facilities and Equipment

The facility should be planned in accordance with floor plans available from the Texas Education Agency homemaking education staff. A suggested equipment list identifies approvable equipment for the program. The laboratory should be planned to simulate successful food service establishments. Adequate space must be provided for students to work efficiently and for the teacher to supervise laboratory work. Arrangement of the food service laboratory so that traffic patterns eliminate congestion and confusion is very important to insure efficient production and service. The facilities and equipment should be planned to meet needs of the physically handicapped. Plans for the facility must be approved by the vocational homemaking education consultant serving the school.

Program Planning

Effective program planning for the VEH program in the local community involves (1) understanding of the VEH student, (2) understanding of the vocational skills needed for employment, and (3) cooperative planning.

Understanding the VEH Student

Program planning should be based on the needs, interests, backgrounds, abilities, and levels of motivation of the students in the program. In planning for VEH students, the teacher should keep in mind the following:

1) View each handicapped student as an individual.
2) Determine areas in which students can develop abilities.
3) Focus on strengths rather that weaknesses of students.
4) Realize that handicapped students are capable of learning a variety of skills.
5) Develop realistic objectives for students to experience achievement and success.

6) Progress gradually toward higher levels of objectives and increased achievement.
7) Expand the levels of objectives to include experiences in all domains of learning.
8) Remember that the goal for each student should be employability.
9) Keep abreast of employment opportunities in the community.

Understanding Vocational Skills Needed for Employment

Planning and carrying out an effective VEH program requires that the teacher understand the labor market in which students will find employment. A study of job trends, job descriptions, pay scales, and opportunities for advancement should contribute to this understanding. Such a study involves determining home economics-related jobs available in the local community and in nearby communities, and getting acquainted with employers and employees in these jobs. It also involves constant study to learn procedures acceptable in various job situations, skills and attitudes needed for employment, and changes taking place in the field.

Task analysis is a useful strategy in developing curriculum for VEH students. The goal of task analysis is to produce a sequence of steps that build to accomplishment or mastery of a skill. A task statement describes what is to be taught and assessed but does not prescribe methods of teaching or assessing. A basic outline of how to conduct a task analysis is given below:

1) Determine the competency you want students to achieve.
2) Review resources that pertain to the competency.
3) Distinguish the component steps of each task involved.
4) Sequence the steps in a logical order.
5) Analyze the steps and eliminate repetitive or unnecessary steps.
6) Determine prerequisite skills or knowledge needed.
7) Develop behavioral objectives.
8) Provide learning experiences leading to the achievement of each objective which are appropriate for the student's abilities and handicaps.
9) Evaluate student progress.
10) Alter the tasks and sequence as needed to aid the student in becoming competent.

Students with physical handicaps may be able to assist in finding ways to adapt equipment and procedures to meet their needs.

Cooperative Planning

Planning the VEH program cooperatively with students, parents, social workers, psychological personnel, employers, and others in the community should result in more effective learning and a better curriculum than would be possible in a program designed by the teacher alone. Cooperative planning among the teachers working with the VEH student is necessary for a successful VEH program. Professionally trained persons including the school principal, other homemaking teachers, teachers in other subject areas, guidance personnel, special education supervisors and teachers, vocational adjustment counselor, and local and area supervisors also provide important contributions to program planning. The teachers should be involved with these persons through involvement in the Admission, Review and Dismissal Committee which places students in the VEH program, the Advisory Committee established for the program, and public relations efforts in the school and community.

Teacher Responsibilities

Since VEH Food Service and Home and Community Service programs are designed to prepare students for entry-level positions in commercial or health care food service facilities, labroatories should simulate actual job situations. To achieve such a situation, the VEH teacher must assume the role of the commercial food-service manager. Proper planning, efficient execution, and adequate evaluation are essential in order to insure successful experiences. The following is a brief synopsis of the VEH teacher's duties in relation to operating the VEH Food Service program or phase of the program.

Planning Menu and Service--Planning must involve deciding on the food items to be prepared in the laboratory and also specifying how these items will be presented to customers.

Recipe Standardization--The use of standardized recipes helps to insure the production of standard products with consistent yield and quality. Following standardized recipes also helps to evaluate products accurately for cost and nutritional value.

Procurement of Supplies--Supplies for the laboratory can be purchased more easily when the VEH teacher gains an awareness of the market. Once the possibilities are known, menus can be planned and needs determined for specific quantity and quality of items. Purchasing procedures for the laboratories vary according to school policy and locale.

Detailed Planning of Production and Service--Every item on the menu must be planned to fit into the production schedule. Items that require longer preparation time may need to be started the day or week before service. Avoid too many last-minute preparations. However, plan food production and food service activities for students which realistically duplicate those required in food service establishments. The students should be required to meet deadlines and experience normal pressures which exist in food service job situations so that they will be better prepared for future employment. Plan, in detail, the method of service. Double check to be sure the number of people with the skills required and the physical facilities and equipment to carry out the service plan efficiently and effectively are available. Early in the year, menus and service should be kept simple. Already prepared foods and convenience foods make attractive and varied menus possible, while freeing time to concentrate on skill development in a particular area. Increase difficulty as students gain skill and confidence.

Supervision of Production and Service--The responsibility of supervising students while production and service occurs in the laboratory involves many activities. Students must be trained to perform as they would on the job. While providing instruction for students, the VEH teacher must also supervise activities so that the laboratory becomes a realistic work situation with each worker assigned specific tasks to be performed under realistic job pressures. For students with extremely limited abilities, the teacher may have to make the decision to train some students only in competencies related to one or two job titles such as dishwasher or bus person, rather than in a number of unrelated competencies, so these students will be employable.

Clean-up--A frequently neglected phase of food-service planning, thorough clean-up is a must for efficient operation. By clean-up time, workers are tired and are faced with perhaps their least-favorite task. Preparing and following a detailed cleaning schedule in VEH laboratory work aids in the efficiency and effectiveness of clean-up procedures. Such planning will pay dividends in both a cleaner facility and happier workers. Clean-up includes sanitizing facilities and equipment. Sanitation in clean-up is essential to the health of patrons of the food service laboratory. Proper procedures for food and supply storage must also be followed. Prompt and correct storage of leftover foods provides items which may be used in planning another menu. This is a valuable aid in effective cost control as well as a necessary part of sanitation.

Evaluation--The phase of evaluation is essential to the VEH program in order to run an effective food service operation and to train students. When undesirable events occur in the laboratory, the teacher and students must try to discover why they happened and what can be done to prevent their occurrence in the future.

Public Relations--The responsibility to "sell" the food service rests squarely on the shoulders of management. A good public image goes a long way in creating sales, provided good food is served. The entire image of the VEH Food Service or Home and Community Service program may well depend on what the public sees on serving day.

Employee Selection and Training--When training students in the VEH laboratory, emphasis should be placed on workers' following specific procedures as instructed by supervisors. Every food service operation has its own methods and specific procedures for performance of required tasks. People hired (even the experienced) must be taught how to do things according to the established procedures of the particular food-service operation. A worker's willingness and ability to follow directions is a key to success on the job.

Problem Solving and Decision Making--Throughout the previously listed phases of running the VEH Food Service laboratory, the VEH teacher is called upon to evaluate problem situations and make decisions regarding them. There is rarely one best solution for any problem. Frequently, problem solving and decision making are done within drastically limited time. It is inevitable that some mistakes will be made. Thinking carefully through the steps in the decision making process helps one to view the situation more clearly. Consideration of the various advantages and disadvantages involved in solving a problem in different ways may also indicate directions to take in decision making. In the VEH program, problem solving and decision making is easier when the teacher knows as much as possible about the strengths and weaknesses of the students enrolled. Continuous communication with other persons working with the students can be an important aid in problem solving and decision making.

The VEH Food Service teacher and the food service manager have a great deal in common. Both must decide on the final food products desired, plan the production, teach the personnel how to produce the end product desired, and evaluate the final product, personnel, and procedures used to achieve it. The VEH teacher will place emphasis on training and evaluating the students. The commercial food service manager will look more at the process and the final product with an emphasis on costs and may use such evaluation to determine whether a particular worker is given a promotion or is fired.

Curriculum Planning

Curriculum planning in the VEH program should be based on a thorough job analysis. The job analysis should serve as the basis for identifying essential vocabulary, concepts and generalizations, and behavioral objectives for inclusion in the curriculum. Learning and evaluation experiences should be planned to help students with various handicaps reach the designated behavioral objectives, learn to perform the required tasks, and develop the competencies needed for employment in entry-level food service jobs.

Job Analysis

Curriculum planning should be based on identification of the tasks which are performed and competencies needed by workers in the types of jobs for which students are being trained. A basic source of information regarding the tasks performed in various jobs is the Dictionary of Occupational Titles. Local employers are another source of information regarding workers' duties in specific jobs. Books and periodicals used in the industry can also provide insight into the tasks assigned to certain employees.

Working closely with local employers can aid the teacher in learning what adaptations in work assignments, equipment, and procedures employers are willing to make for workers possessing various physical and mental handicaps. This information is essential in helping VEH students become employable for actual job situations. Although special adaptations may be useful during initial training to help students gain confidence, as the student's skills increase, adaptations which cannot be carried into an actual job situation should be eliminated.

Vocabulary

Words which the student must be able to use correctly to succeed in an employment situation should be included as a part of instruction in the VEH classroom. Students should be taught to use occupational terms in the same form they will be used on the job. Many words which must be used correctly orally to communicate with other employees, are never used in written form on the job. Even students with limited reading ability should learn to recognize words essential to their safety, such as "danger," "caution," "exit," and "fire extinguisher."

Concepts and Generalizations

Curriculum planning should be based on the concepts and generalizations which are essential to the student's employability. Concepts which have been achieved by regular students of the same age, may need to be included in the VEH curriculum due to the limited experiences of many VEH students. Providing a variety of learning experiences appealing to as many senses as possible aids students in developing the concepts needed for employment.

Behavioral Objectives

Meaningful goals are established for both the teacher and VEH students by behavioral objectives. A behavioral objective is measurable behavior that is expected to result from successful completion of designated learning experiences. Including objectives in the cognitive, affective, and psychomotor domains helps to insure overall development of the student's employability. Objectives are useful means for making progress more visible to the student, teacher, parents, and others involved in the VEH student's education.

Learning Experiences

Learning experiences should be selected to enable the VEH students to achieve the behavioral objectives necessary for employability. More students can be reached when a variety of experiences are provided for learning by seeing, hearing, feeling, and doing. In developing the learning experiences, care should be taken to use instructional techniques appropriate for the learning characteristics exhibited by the students in the class. Recommended teaching techniques for students with various learning characteristics are included in pages 71-73 of the VEH Handbook (available from the Home Economics Instructional Materials Center).

Evaluation

Evaluation determines the extent to which a group or class has achieved behavioral objectives and indicates the effectiveness of the teacher and the curriculum. Effective evaluation is a continuous process which involves determining behavioral objectives, collecting evidence of behavior changes, interpreting the evidence collected, and using the evidence to improve the curriculum, teaching, and guidance. Methods of evaluation include pencil-and-paper tests, oral tests, performance tests, check sheets and inventories, score cards, rating scale, behavior records, and observations.

A variety of procedures and techniques should be used to obtain the data and information necessary to make an evaluative judgment. The evaluation technique that is best for one student may not be best for another. The types of evaluation used will depend upon the particular mental and physical handicaps of the students.

Resources

Using all available resources wisely and efficiently will help the VEH teacher to run a smooth and effective operation in the classroom and laboratory. Resources available to the teacher include:

1) Instructional Materials--The VEH Food Service Guide provides the framework for class and laboratory instruction in food service. The guide is divided into units which cover various concepts. Specific statements describe competencies that students should achieve in food service work. Sub-competencies are stated which students should achieve in order to master the major competencies. Skills the students should develop through laboratory experiences and concepts to be developed through class instruction, are included in the objectives and learning and evaluation experiences for each competency.

Various food service textbooks and references are available which will aid the VEH teacher in planning and implementing the instructional program. A few references are available for use with students who have low reading levels. These references are designated in the reference list accompanying this guide.

2) Advisory Council--The VEH teacher should utilize an advisory council to obtain information and advice needed for effective planning and operation of the VEH Food Service program. Advisors might include food service employees holding different positions and levels in a variety of food service establishments, students, parents, and administrators. Such individuals as the president of the local restaurant association or director of the school lunch program can provide valuable input and may be sources of providing jobs for VEH students in the future. Try to include employers who hire the handicapped in their own businesses. These persons can be particularly helpful because of their commitment to the handicapped, and because they have already solved many problems in training handicapped workers; adapted facilities, equipment, and procedures to meet the needs of these workers; and dealt with encouraging other employees to accept the handicapped worker.

3) Food Service Facilities in the Community--Commercial and institutional food service facilities existing in most communities provide sources for enrichment of student experiences in VEH food service programs. Field trips to public facilities provide many experiences, including orienting students to the food service industry, viewing total food service operations in progress, observing commercial equipment in use, and comparing types of services provided by different establishments. Managers and supervisors of various businesses may also be willing to provide visits to the VEH classroom in order to share their knowledge of food service. Members of the local chapter of the Texas Restaurant Association will generally be glad to assist with any educational program.

Classroom Instruction

Class instruction should be designed to help students gain knowledge of food service operations, how establishments function, and the food service employee's place in the world of work. The VEH Food Service Guide should be used to establish a general plan for classroom instruction. It includes learning experiences based on the concepts which should be included in class instruction in order to provide necessary background knowledge on which laboratory experiences are based.

Laboratory Management

The VEH laboratory must be managed efficiently for successful operation of the program. Effective laboratory management involves development of procedures for controlling equipment and supplies, maintaining laboratory facilities and equipment, organizing students, evaluating students' laboratory work, and sometimes sharing the laboratory with other teachers.

Storage

For best utilization of facilities and resources, an effective storage system must be organized. Some suggestions for storage in the VEH Food Service laboratory include:

1) A locked storeroom should be used for dry storage of nonperishable foods.
2) Locked storage should be used for cleaning supplies and infrequently used equipment.
3) Refrigerator and freezer space should be used to store perishable and frozen foods. Keeping locks on these is a common food service policy and helps to prevent pilferage. Refrigerators and freezers should be checked regularly to make sure that food items are being stored at correct temperatures.
4) Open storage such as wall-hung shelving, overhead hooks, and mobile racks or shelves should be provided for dishes, pots and pans, and utensils.
5) Drawers in worktables should be used for small equipment.
6) Space for sorting and shelving linens should also be provided.

Issuing

Supplies should be issued in the VEH Food Service laboratory using a system which eliminates confusion, insures efficient supply distribution, and maintains inventory control. Correct procedures must be followed in the issuing of supplies. In food service laboratories:

1) To obtain supplies, a requisition form listing the supplies needed should be completed by the student or by the teacher. It should state the quantity, size, and/or grade of each item needed.
2) The student assigned the role of storeroom supervisor and the teacher must sign the form before the order can be filled.
3) The storeroom worker then fills the requisition under the teacher's supervision. This worker should not issue any supplies without a signed requisition.

Supply distribution methods selected for use in the VEH laboratory should be similar to those used in the food service industry. The distribution system should be clearly understood by the students.

Every food service establishment is different. Supervisors in two food service businesses may require very different procedures to be followed in the performance of the same task. Since there is no one correct way to perform any food service task, food service students should learn that following instructions given by future employers is very important even if it means using different methods than those taught in the VEH Food Service laboratory. A proper attitude and sense of responsibility are two of the major assets an employer seeks when hiring someone to work in a food service establishment.

Just as in any other operation, certain lines of authority exist in the operation of food service establishments. Lines of authority indicate that specific relationships exist between various departments of the facility and between individuals working there. Personnel need to know the lines of communication and authority. Employees must know their duties, authority, responsiblities, and to whom they are accountable. These same conditions should exist in the VEH Food Service laboratory. Students need to learn correct procedures for communicating with the right people and for following lines of authority.

Safety

Many work-related accidents occur every year in the food service industry. The most common reason for such accidents is carelessness. Thus, thorough skill preparation and good safety training are vital parts of the training which food service workers need before they can perform adequately and safely on the job.

Accident-prevention programs in the VEH laboratory must be sufficiently comprehensive to allow for the inexperience and handicaps of the students. The teacher should try to minimize equipment hazards and place major emphasis on safety in both the laboratory and the classroom. If unsafe practices are observed, the teacher should be notified. Students should also be instructed to report any unsafe conditions which they observe in the laboratory and classroom so that measures can be taken to correct the situations before accidents result.

In food service establishments, the most common accidents are cuts, burns, slips, falls, collisions with persons or equipment, strains from improper lifting, and injuries resulting from fires and explosions. Often, accidents happen because of improper use of equipment such as holding the blade of the knife toward the hand while cutting. Because food preparation and service involve the use of glass, hot liquids, sharp instruments, power operated equipment, and hot cooking surfaces, employees constantly work under hazardous conditions. Students should be taught to properly assist each other when accidents occur and to follow correct procedures for reporting all accidents which happen in the laboratory and classroom. Customers can be safeguarded by built-in safety features such as entrances and exits for easy flow of traffic; fireproofing and fire equipment; proper arrangement and installation of equipment; and well-trained students.

The basics of fire safety and first aid should be emphasized in the VEH Food Service laboratory. Fire presents a great hazard in school food service laboratories. A complete fire prevention program is needed. The program should include fire prevention, containment, extinction, and building evacuation plans. Students should be taught correct procedures to follow regarding when and how to notify supervisors, fire department and hospitals (if needed) when a fire occurs.

The most common places fires occur in food service establishments are in or around deep fat fryers, ranges, and broilers. Fire extinguishers should be located near hazardous areas in the laboratory. Thoroughly cleaning these pieces of equipment helps to prevent fires. A container of baking soda, easily accessible, enables the cook to put out a minor grease fire on the range or on other equipment. If a grease or oil fire occurs in a pan, place a cover over the pan and turn the heat off. Never use water on a grease fire because water will spread the fire. A plan for evacuating customers and students is essential.

Many opportunities exist in food service establishments for customers or employees to have accidents which may require immediate attention. Food service employees need to know the correct procedures to follow if such a situation occurs. Instruction in first-aid procedures should be taught by an expert on the subject. If the VEH Food Service teacher is not a certified first-aid instructor, contact the American Red Cross for assistance. Students and employees should not perform any kind of first-aid treatment until they have been properly trained. Just as important as knowing how and when to administer minor first-aid treatment is knowing when not to administer first-aid.

A customer can choke in any food service establishment. If proper procedures are not followed to help the person, the outcome can be fatal. VEH food service students should be taught the correct safety procedures to follow in assisting a choking person. However, it is essential that students learn to recognize the difference between a person who is choking and one who is having a heart attack.

Sanitation

Many opportunities exist during the performance of food service tasks for harmful bacteria to be spread among employees and to customers. Thus, sanitation rules should be carefully followed in every phase of the food service operation to avoid the spread of bacteria. The areas of emphasis which are important in setting up good sanitation programs in food service departments include:

1) Personal habits and hygiene
2) Handwashing procedures
3) Dishwashing procedures
4) Warewashing procedures (pot and pan washing)
5) Care of kitchen equipment
6) Sanitary procedures for cleaning and sanitizing physical facilities
7) Garbage and pest control
8) Sanitary procedures for purchase and storage of food
9) Procedures to prevent bacterial contamination of food
10) Sanitary procedures for preparing food
11) Sanitary procedures for serving food

The information included in the VEH Food Service Guide was organized to provide the VEH Food Service or Home and Community Service teacher with guidelines for planning, implementing and evaluating the total VEH program. All phases of laboratory and classroom instruction should be organized to work toward the goal of making the VEH Food Service program a major factor in the employability of students.

Adaptations to Accomodate Handicaps

The reference list accompanying this publication includes several publications on adapting food preparation techniques and equipment for persons with various physcial handicaps. These references provide many useful ideas for stabilizing food and equipment, opening containers, selecting and using utensils, handling equipment, safe carrying, avoiding spills, and performing various food preparation tasks. However, all of these publications are designed to help the handicapped homemaker prepare food in the home. Although the references are not planned as an aid to the handicapped food service worker, many of the ideas will be equally useful in the food service establishment.

Work with each student to discover the best equipment and procedures for that student's particular handicap. When making equipment adaptations, keep in mind the equipment likely to be available in an actual food service establishment, the cost of the adaptation, and whether the equipment could still be used by other employees. Try to avoid adaptations which are costly or which reduce the usefulness of expensive equipment to other employees. In addition, be sure that any adaptations would meet sanitation standards necessary for food service operations. As much as possible, adaptations should be confined to procedures rather than equipment.

Planning Laboratory Experiences

Laboratory experiences permit VEH students to work in a specially designed facility in order to gain actual work experience in food service. Participation in the food service laboratory involves several types of activities:

1) Food and beverage preparation.
2) Preparation of service area.
3) Service of food and beverages to customers and related customer services.
4) Clean-up activities during and after service.

The VEH teacher is responsible for supervising laboratory experiences. Laboratory assignments should be made through use of student schedules to insure that every student is aware of his/her duties. Student schedules should be designed to insure that each student is assigned a variety of food service tasks in accordance with her/his abilities and learns to operate each piece of equipment in the food service laboratory, if possible.

Several factors are involved in making plans for functions which occur in food service establishments. Factors which should be carefully considered in the planning stages include menus; standardized recipes; recipe alteration; food purchasing; receiving, storing, and issuing foods; and production, service, and clean-up.

Menu Planning

Management of food service begins with planning the menu. The menu is the basic plan used in food production. It is essentially the map of all operations. Since planning food service menus requires using techniques which result from training and experience, the teacher must assume responsiblities for approving all menus used in the VEH laboratory.

Factors to consider when planning the menu include:

Clientele preferences
Nutritional adequacy
Flavor, color, odor, texture, shape, eye appeal, and variety
Workability in terms of available space
Quantity and quality of equipment available for preparing, holding and serving
Number of workers available and their skills
Product availability, budget, and profitability
Merchandising potential
Location, type, size, and serving hours of food service establishment
Cost control
Festive occasions, special events, and holidays
Weather conditions

Suggestions regarding menu planning include:

Work when you are not fatigued.
Make sure you will be uninterrupted.
Have adequate resource materials available.
Use a predetermined format.
Allow time to work on menu, put it aside, then review it.
Have several persons to help plan and/or evaluate the menu.

Resources for menu planning might include publications on quantity food preparation, quantity recipes, publications on foreign and holiday foods, menus (from restaurants, cafeterias, and short order food facilities), VEH Food Service Guide, Food Service Employee (available from the Home Economics Instructional Materials Center), block and lesson plans, school calendar, school cafeteria menus, budget, current food-price tables, list of seasonal foods, and background information (clientele, type meal, time of day, season, special request).

Persons who might be willing to evaluate the menu you plan include: city homemaking supervisor, other homemaking teachers, local home economist, school cafeteria manager, local commercial food-service managers (restaurant, cafeteria, or short order, as needed), registered dietitians (R.D.), school principal, and clientele. With the aid of one or more of these persons, you should be able to prevent major errors in menu planning.

Standardized Recipes

Recipes which have been tested to ensure consistent quality through the use of standard products, amounts, methods, equipment, and processes are called standardized recipes. Yield, as well as portion, technique, and size, have been predetermined. Standardized recipes are an aid to achieving products consistent in quantity and quality, are useful in training new employees, and are a must for achieving price control.

Components of the standardized recipe include:

1) Name
2) Ingredients: form and amounts for frequently used yields
3) Methods and techniques of preparation
4) Planning information: size of pan, condition (i.e. greased), depth of fill, etc.
5) Time and temperature controls
6) Yield: total quantity (e.g. 4 gallons, two 9 x 12 x 2-inch pans, etc.) and number of servings of a specified size (e.g. 10- 3 oz. servings)
7) Serving information: size, equipment, technique, garnish, special holding instructions
8) Any other pertinent information

Each of these components is included in the sample recipe in Figure 2, page 17.

The VEH Food Service or Home and Community Service teacher should establish a file of standardized recipes. Recipe cards may be laminated or covered with clear self-adhesive plastic to keep them clean during use. Soil will wipe off easily so the cards may be used many times. Include amounts for yields most used in the particular operation. Leave one column blank on recipe cards so amounts for a different number of servings may be written in with pencil or grease pencil and wiped off later. Be sure to have at least one duplicate set of the recipe cards in order to insure that recipes are available for use at all times.

A standardized recipe should be printed on a 5 x 7-inch or larger card and utilize a format such as the following. (Students with reading difficulties might find recipes in large type easier to use.)

FIGURE 2

SAMPLE STANDARDIZED RECIPE

OVEN-CRUSTY CHICKEN THIGHS — ONE PORTION: One piece of chicken 6-8 oz. cooked weight

Ingredients	Serves		Method
	20	50	
Chicken, Thighs 8-10 oz. raw pieces	20 pieces	50 pieces	1. Wash, dry chicken pieces
Butter	1 lb.	2 1/2 lb.	2. Melt butter; mix with salt and pepper
Salt	1 Tbsp.	2 1/2 Tbsp.	
Pepper, black	1/2 tsp.	1 1/2 tsp.	
Corn Flake Crumbs	1 1/4 qts. approx.	2 1/2 qts. approx.	3. Dip chicken in seasoned butter, roll in corn flake crumbs. Place in shallow (1"-2" deep) baking pans. Do not crowd chicken. (If chicken pieces are very cold, butter hardens on surface and corn flake crumbs will not adhere.)
			4. Bake at 375° F. approximately 1 hr. until tender and brown. No need to cover pan or turn chicken while baking.

NOTES: Not good cold.
Particularly good served with bacon-seasoned green beans and boiled whole potatoes.

SERVING INFORMATION: One piece per serving, garnish with parsley sprig.

When standardizing recipes for use in the VEH laboratory, certain guidelines should be followed. The following guidelines help to insure that recipes may be used efficiently for food production experiences in the laboratory.

1) Use a practical form so that recipes are easy to read.
2) Give directions in detailed, concise, and exact terms.
3) Express all quantities in usable figures; convert all measures into the largest possible unit.
4) Use the same abbreviations in all recipes.
5) List all ingredients in order used, utilizing correct terminology and adding any necessary qualifying statements.
6) Check and revise recipes periodically for accuracy, for improved or newer methods or equipment, for timesaving steps, and to assess current costs.
7) Improve and update the file by obtaining ideas for variations, garnishes, and combinations from different sources such as pictures, clippings, and actual observations in food service establishments.

Recipes should be filed according to an identified system. One used by many food facilities is the following. Divide recipes into logical categories such as appetizers, soups, salads, entrees, entree sauces, vegetables, breads and rolls, desserts, and beverages. Code and number recipes within each division such as: Appetizer 1, Appetizer 2, Appetizer 3, Soup 1, Soup 2, Soup 3, etc. Make an index for each division on same size card(s) used for recipes and place at the front of each division. Recipes may be located quickly and it is much more likely they will be returned to the correct place. If the recipe file is particularly large, an alphabetized index of all recipes might be located in the front of the file. Figure 3 is an example of how such an index might be set up.

FIGURE 3

MASTER INDEX

Item	Category	Recipe Number
Abalone Steak	Entree	1
Apple Compote	Salad	1
Banana Bread	Breads and Rolls	1
Cheese Rolls	Breads and Rolls	2

Standardized quantity recipes may be obtained from numerous sources. Food for Fifty is one of the best known sources of recipes. Other sources include national food-product associations, school-lunch publications, commercial firms, and food-service periodicals. Recipes should be tested and adapted as necessary before adding to the file. Recipes with small yields may be tested and enlarged. Some recipes may be obtained by using or adapting prepared mixes. (Other sources of quantity recipes appear in the reference list accompanying this publication.)

Altering Recipes

To simply double a recipe or cut it in half may not result in a product exactly like the original. In particular, seasonings, thickening agents, and sauce portions of casseroles may not be in proportion when a recipe is multiplied or divided. Frequently, lesser proportions of these ingredients are needed when recipes are doubled, larger portions when divided.

To multiply a recipe, use the following procedure: Evaluate the smaller recipe as to proportion, method, cost, and yield. Double the recipe first. Alter, if necessary, and evaluate. Then double or triple again following the same procedure until you have reached a yield for at least 25 servings. To take a recipe for four and begin by making it for forty or four hundred may spell disaster. In cutting recipes, the same procedure is advisable.

Convert ingredient quantities to weights whenever possible. These are easier to work with and result in more uniform finished products, provided you have an accurate scale and weigh carefully. Charts giving weight and measure equivalents for commonly used foods are found in Food for Fifty and other quantity food production sources. Measuring spoons should be used for measuring spices and small amounts of thickening agents for best finished product results.

Purchase of Food

Once the menu is planned and the recipes are located, it is time to plan food production. Purchasing the raw materials is the first step. The old saying, "You can't make a silk purse out of a sow's ear," should be observed. Finished products cannot be better than the raw materials from which they were made. For example, buying quality vegetable oil for the fry machine may result in savings because it doesn't break down as quickly. However, this doesn't mean you must always buy the very best. A silk purse may be nice, but maybe a cotton one is adequate in many situations. Always compare price, quality, and service when purchasing food products. Remember this rule: buy the optimum quality for the specific intended use at the best price possible. Example: Paying a premium price for the red color in apples when the apples are to be peeled is a waste of money.

There are many factors which affect procedures for buying products for the VEH laboratory or for food service businesses. Purchasing procedures may include such considerations as:

- Closeness of supply; amount of storage (dry, refrigerated, or frozen); money available for purchases; general market and economic conditions (availablity, seasonability, price trends, and supply); shelf life of food products; production needs.

When ordering food items for laboratory production, precise descriptions should be specified for quality and other factors required such as purchase unit, grade, form, or style. A knowledge of procedures to follow for ordering foods will aid the food buyer greatly. It is also important that food purchasers know what to look for on food product labels. Label information tells the buyer if the item meets the specified requirements.

It may be helpful to discuss with local administrators the value of exploring best ways to purchase goods for the VEH laboratory. The following purchasing tips are helpful to the VEH teacher.

Purchasing Tips:

1. Be aware of what the market has to offer. A wide variety of food products are available today. To learn what is available, visit with local salespeople, look through local groceries, and attend food shows, or conventions where food products are being shown.

2. Determine needs in terms of quality as well as quantity. State needs in very specific terms.

3. Purchasing procedures vary from school to school and from city to city. Consider some of the following money-saving ideas.

   a. Investigate purchasing from local institutional wholesalers. These frequently specialize in meat, produce, frozen goods, staple goods, canned goods, or paper products. However, some sell a combination of these items. Call as many as possible. Some sell by the case, some break cases, some sell produce by the item or pound, others by flats and cases. To record prices quoted by suppliers, use a market quotation list or call sheet. Prices may vary between sources from day to day. The source with the low price one day may be highest next time.

   b. Sometimes products are less expensive at the supermarket. This is especially true when small quantities are needed. In addition, the store brand may cost less at the local grocery than well known brands at the wholesale house.

   c. Some local groceries may give a discount to schools. Frequently, this means a cash discount instead of stamps.

   d. Check local damaged-freight outlets. Inspect products carefully before buying. Dry products should show no evidence of bugs or of having been wet. Buy one item and check before buying in quantity.

   e. Perhaps the VEH laboratory could buy with another homemaking program such as CVAE or PELE, the school lunchroom, a local hospital, or a restaurant. More record-keeping ensues, but the larger the volume purchased, the better the prices.

   f. Buy ahead in bulk quantities when the price is right--if facilities are available for storage of products with minimum pilferage, loss of quality, etc.

   g. Some companies offer a discount of 5-15% for prompt payment (usually within 10 days of purchase). If the local school pays bills only on the first of the month, it may need to be pointed out that dollar savings are possible by more frequent bill paying.

h. Be flexible. If a product increases drastically in price, change the menu, omitting the item or buy it in another form. Examples: You and your clientele may like sliced tomatoes on hamburgers, but that doesn't mean you must have sliced tomatoes every time. Try some new relishes or make sloppy joes using canned tomatoes instead of fresh ones.

i. Try a variety of brands. This is especially useful in determining which products best fit the needs of the VEH Food Service operation. Some lesser known, less expensive brands are as good as (and possibly even superior to) the more familiar ones.

j. When shopping in person, list items needed from each source. The list should be planned so that you will drive the shortest distance between stores. List items needed from one store in the order they are located in the store.

k. Be sure to take proper requisition forms, etc. to prevent time wasted in returning to the school for them.

4. Be a tyrant about receiving goods in both the quality and quantity ordered. An ounce short here and a pound of poor quality there add up to considerable losses over the period of a full school year. Inspect and weigh in each delivery. Be sure weight of the box is not included in the specified net weight. Do not hesitate to return inferior products or short shipments.

5. Store items promptly, properly, and under lock and key. One very financially successful food facility operates under the following premise. "There are mostly nice people in this world but we operate like we don't trust anybody. We save a lot of money that way."

Receiving, Storing, and Issuing Foods

The VEH Food Service teacher holds the end responsibility for receiving, storing, and issuing goods in the laboratory. Skillful purchasing must be combined with careful inspection of products delivered for quality and quantity. Proper storage procedures must be followed to retain full food value. When foods are issued from the storeroom, care should be taken to fill approved orders accurately using items on a first-in, first-out basis. In food service businesses, these tasks are performed by experienced workers. Since the teacher assumes the ultimate responsibility, safeguards and double-checking should be built into the system if students are to be involved.

Production, Service, and Clean-Up Procedures

The phases of production, service, and clean-up operate much more efficiently when specific plans are made and guidelines are followed. The following tips aid in carrying out phases of food service.

Plan and list everything to be done.
Plan and make written assignments for persons to do each task (considering time required).
Make sure students know how to execute assigned tasks through training, supervision, and follow-up.

Be thorough and precise. Double check plans against menu to make certain you are not forgetting anything.

Develop a form to assist in planning and remembering all of the details. Experiment with several forms to find the best ones for the situation. Make multiple copies only when one is found which is best suited for the operation.

How To Plan and Execute A Food Function

Sample menus with production plans for direct use in the VEH Food Service situation are not included in this publication because a good production plan cannot be devised without knowing the quality and quantitiy of equipment and supplies which are available as well as the quality and quantity of "employees" at hand. Only the VEH teacher, functioning in the role of food-service manager, can adequately assess the conditions which exist for a particular operation and program.

The format used in this section illustrates techniques of production planning, execution, and evaluation. This format may be adapted for making production plans for a specific facility or a more unique format may be developed. The key to good planning is to become familiar enough with the procedure used so that it is comfortable. Every detail should be included in planning. Rarely does a food manager forget to have the entree prepared, but the garnish, special sauce, and appropriate serving utensils and techniques may be overlooked until it is too late. Remembering the little things and doing them well make the difference between an average and an outstanding food function. In addition, carefully kept records of each food function aid in planning similar functions in the future.

The sample food production plans which follow were obtained from a food caterer. They are intended only to serve as an example of the thought process involved in planning a food function in a relatively high price range. The plan illustrates the planning done for a catered business breakfast for 18 persons. It was carried out by the caterer and an assistant who were experienced food-service workers. However, the same considerations must be made in planning a food function for the VEH laboratory.

Background *(Know everything possible about clientele.)*

Breakfast meeting for 18 persons who are business and community leaders. Breakfast will be in mid-summer, on Thursday, at 7:00 a.m. (Some may need to be at work by 8:00 a.m. or shortly thereafter.) The planners want an impressive menu. Cost is not a factor.

Menu Preplanning *(Consider clientele; facilities for preparation, holding, and service; employees; budget; special requests; special problems; purchasing function.)*

The menu should probably include fruit or juice, eggs, meat, bread, and beverage.

1) Fruit or Juice: Juice is out because there are no juice glasses. Fruits are particularly good in summer. Apples, oranges, etc. might be ruled out since they have been available all winter. Pineapples, melons, and berries are good summer choices. Berries are fair quality in the groceries, supurb quality from local wholesale houses, but a whole flat must be purchased, which is more than needed. Pineapple could be used to produce an exotic

compote, and the shell can be used in service; the flesh holds well; the pineapple could be combined with another fruit, definitely non-citrus. Melon holds well and combines well with other flavors. Cantaloupe is available in excellent quality and would compliment pineapple with flavor and color.

2) Eggs: Fried eggs are hard to hold and there is too much variety in personal preferences. The same problems are true of boiled eggs, and guests must peel their eggs, which may be messy. Poached eggs would require an egg poacher for 18 which is not available. Omelets could only be done a few at a time, and are hard to hold. Scrambled eggs are rather ordinary, but baked eggs are not particularly popular in this part of the country.

3) Meat: Bacon is ordinary and messy to prepare. Canadian bacon is tasty and easy to prepare and hold. Sausage could be greasy, but if high quality sausage is purchased, it is tasty and easy to prepare and hold. Steaks and chops are expensive, but tasty and impressive though there are a variety of preferences in degree of doneness. The planners have requested several meats, including small breakfast steaks.

4) Bread: Toast is rather ordinary. Biscuits are different, inexpensive, and tasty. Coffee cake or sweet rolls are fairly easy, but rising time must be considered. A variety of sweet rolls would be nice and have a great aroma.

5) Beverage: Coffee is traditional and essential. A second choice should be made available, probably hot tea. Ice water should be included at each place.

Final Meal Plan *(All items need to be included, ignoring traditional menu form. Consider all of the above factors as in preplanning, plus characteristics of a good total menu. Check total costs of final plan.)*

The following menu was planned for the business breakfast.

Pineapple Boat
with Pineapple and Cantaloupe Compote and Cherry Garnish

Scrambled eggs with Parsley Garnish
Little Smokie Sausages/Charcoal Grilled Breakfast Steaks

Assorted Petite Breakfast Rolls
(Buttered, Cinnamon Sugar, Creamy Glaze, Apricot, Cherry)

Coffee - Tea

Table Condiments - Salt, Pepper, Cream, Sugar, Butter, Ice Water

Costing *(The key point in accurate costing is to include everything. The conversion tables found in Food For Fifty and similar references are very useful. For example, you may know that flour is 85¢ for a 5-pound sack, but that doesn't tell you how much 2 cups costs. The conversion tables give equivalent weights and measures.)*

Prepare current food price tables including food items frequently used. The table should include categories for vegetables, fruits, bread and cereal products, dairy products, meat and eggs, and miscellaneous. Alphabetize items in each category as illustrated in Figure 4. Update each semester to save time in determining costs. Small calculators are useful, too.

FIGURE 4

CURRENT FOOD PRICES

FOOD ITEM	MARKET UNIT	APPROX. SERV./ UNIT	COST/ MARKET UNIT	COST/ SERV.
VEGETABLES				
Asparagus canned--spears	14-1/2 oz	3	1.20	.40
--cut	14-1/2 oz	4	.84	.21
frozen--spears cut	10 oz.	4	.95	.24
Beets canned--sliced	16 oz.	4	.33	.09
Brussels sprouts frozen	10 oz	4	.51	.13
Broccoli frozen--chopped	10 oz	4	.37	.10
--spears	10 oz.	3	.47	.16
Beans canned--cut green	16 oz	4	.25	.07
--baby lima	16 oz.	4	.44	.11
--Pork n' beans	16 oz.	2	.32	.16
--Kidney	16 oz.	2	.34	.17
--Ranch	16 oz.	2	.34	.17
frozen--cut green	10 oz.	4	.42	.11
--baby lima	10 oz.	4	.48	.12
dried --pinto	16 oz.	6	.33	.06

FIGURE 5

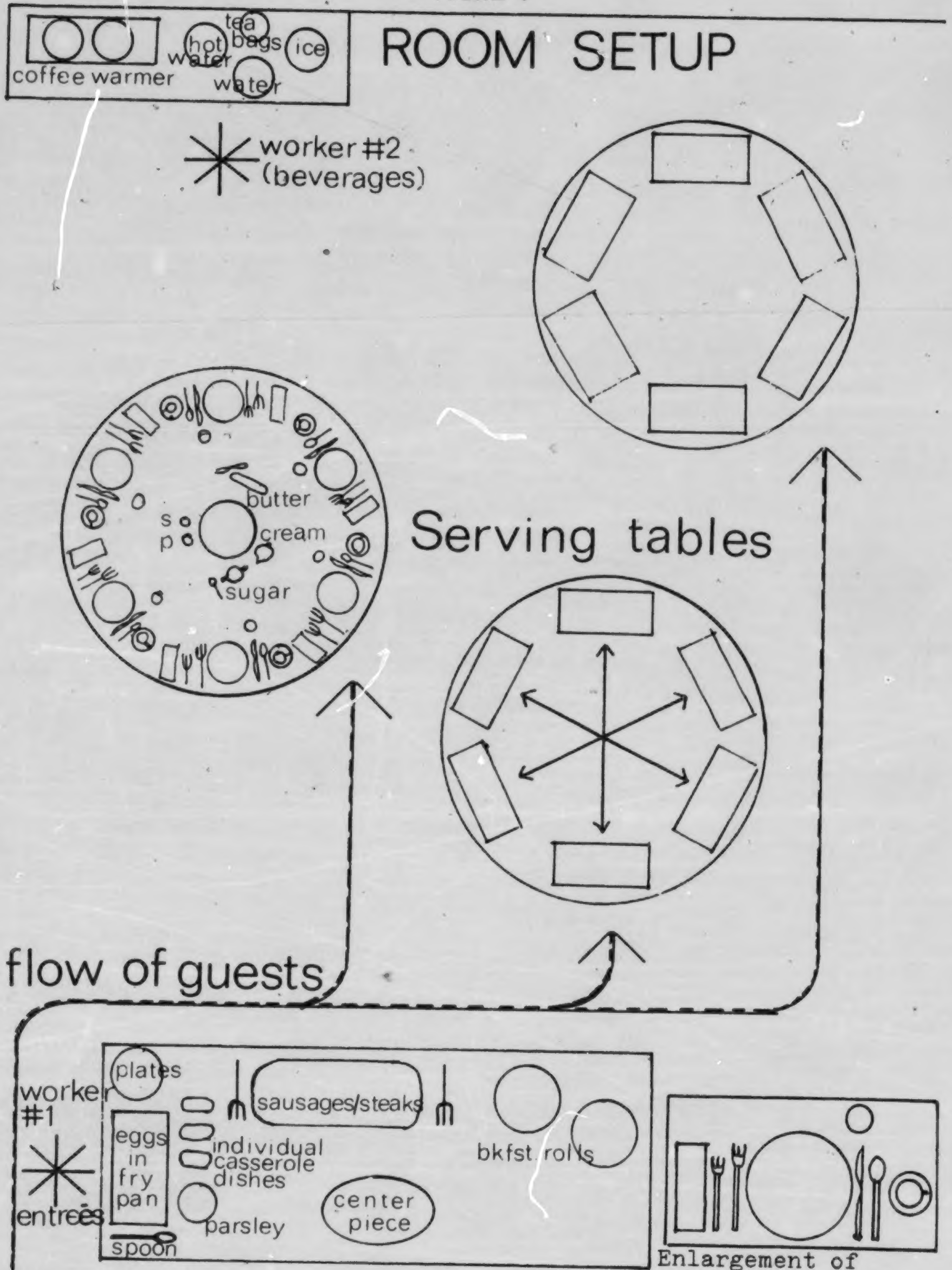
COST OF BUSINESS BREAKFAST FOR 18
(Spring, 1978)

Pineapple (5)	$ 4.90
Cantaloupe (3)	1.50
Powdered Sugar	.40
Maraschino Cherries	.49
Eggs	2.25
Seasoning	.14
Oil	.11
Parsley	.19
Little Smokie Sausages	3.57
Breakfast Steaks	17.55
Seasonings	.48
Rolls	1.09
Shortening	.11
Toppings - Butter	.34
Cinnamon Sugar	.17
Cream Glaze	.26
Cherry	.34
Apricot	.34
Butter	1.02
Cream	.55
Sugar	.14
Coffee	.85
Tea	.14
Ice	.85
Raw Food Total ($2.10/guest)	$37.78

Sample raw food costs for the business breakfast are shown in Figure 5. However, raw food costs are not the only costs. To produce a meal, clean up and other factors must be considered. These require supplies. Table cloths, napkins, cup towels, aprons, and uniforms must be cleaned. Labor is a major cost for most meals. Most food-service managers must also consider overhead including utilities, depreciation of equipment, breakage, pilferage, bookkeeping, rent, etc. as a part of the total cost. In the VEH classroom, some of these factors would not be considered in determining costs. Those most likely to be included are cleaning of towels, aprons, and uniforms; cleaning supplies such as soap; breakage; pilferage; and replacements.

Service Plan *(Take time to plan complete, attractice service details for an outstanding meal. Know that the menu you have planned can be adequately served before you go shopping so if changes are necessary, they can be made.)*

FIGURE 6


ROOM SETUP
coffee warmer
hot water
tea bags
ice
water
worker #2 (beverages)
butter
s
p
cream
sugar
Serving tables
flow of guests
worker #1
entrees
plates
eggs in fry pan
spoon
individual casserole dishes
parsley
sausages/steaks
center piece
bkfst. rolls

Enlargement of individual cover

A diagram of the service plan aids in setting up tables, buffet, and side tables quickly and efficiently. Figure 6 illustrates the room arrangement used for the business breakfast. The room arrangement is planned for convenient flow of guests to the buffet and to the tables. Notice that each cover is parallel with the one directly opposite it. An enlarged detail of one cover may aid employees in setting tables. In this situation silver should be placed far enough apart so guests will be able to set a full size plate down without rearranging the cover. Notice the placement of condiments on each table.

The buffet should be arranged conveniently for serving the eggs and so that other items follow in logical order. The side table for beverages should have all supplies needed for serving beverages (coffee and warmer, hot water, tea bags, ice, and water).

A detailed serving procedure should also be developed. It should describe each worker's duties during food service as shown in Figure 7.

FIGURE 7

SERVING PROCEDURE

WORKER #	
2	Serve coffee as guests arrive.
2	Begin seating as soon as enough guests have arrived. Fruit compote is already on table.
2	Clear away compote plates as soon as each full table of guests have completed their fruit course.
1	As first table is being cleared, food should be placed on buffet table. Number 1 has been in kitchen completing preparations.
1	Begin serving from buffet.
2	Serve beverages as soon as all compotes have been removed. Apply common sense. If one table is particularly slow, serve beverages to other guest until needed to clear away first course from the slow table.
1	Clear away buffet table.
1	Continue baking breakfast rolls.
2	Re-serve petite assorted breakfast rolls and beverage including water as necessary.
1	Begin clean-up in kitchen.

Purchasing *(Group shopping according to location of establishments from which items will be obtained. List locations in logical sequence for single shopping trip. List grocery items in sequence according to floor plan of store to permit one fast, smooth trip through the store. Be sure to double-check grocery list against items on hand to avoid overstocking.)*

Figure 8 shows the shopping and errand list used prior to the business breakfast.

FIGURE 8

SHOPPING AND ERRANDS FOR BUSINESS BREAKFAST

(1) Cleaners: pick up linen
(2) Dairy: butter pats (Call in order first to have ready.)
(3) Meat Wholesaler: little smokie sausages (3 pkg.) and 3 oz. pieces of breakfast filet steaks (18). (Call in order first so it will be ready when you arrive.)
(4) Produce Wholesaler: 5 pineapples, 3 cantaloupe (Call first to assure produce is on hand and company is willing to sell small amounts.)
(5) Grocery Store: maraschino cherries, 6 oz with stems
powdered sugar, 1 pound
granulated sugar, 1 pound
flour, 2 pounds
yeast, dry, 1 package
cherry jam, 4 oz.
apricot jam, 4 oz.
parsley, 1 bunch
potatoes, 2 medium
pineapples 5--if unavailable at produce wholesaler
cantaloupe 3--if unavailable at produce wholesaler
eggs, 3 dozen

Recipe Development *(The recipe must describe everything you expect the employee to do in clear, concise form utilizing terminology and procedures familiar to employee. There must be a recipe for everything, even use of mixes and preparing beverages.)*

Recipes needed for the business breakfast include:

Potato Refrigerator Rolls
Petite Breakfast Roll Topping
Fruit Compote in Pineapple Boat
Scrambled Eggs
Little Smokie Sausages
Breakfast Steaks
Hot Coffee
Hot Tea

Preparation Plans *(Both preliminary preparation and day-of-service preparation plans must be carefully timed to make laboratory experiences realistic, make the best use of laboratory time, and make certain foods are ready at serving time.)*

Plans must also be developed for preliminary preparation and for day-of-service preparation and serving procedures. The plans developed for the business breakfast are illustrated in Figures 9 and 10.

FIGURE 9

PRELIMINARY PREPARATION

(Note: Timing for two experienced workers)

Time	Worker Number One	Worker Number Two	Time
30 min.	Make potato yeast dough. Set aside in warm place for 2 hours.	Make potato yeast dough. Set aside in warm place for 2 hours.	30 min.
20 min.	Cut pineapples into quarters; core; remove and cube flesh; add sugar.	Cut pineapples into quarters; core; remove and cube flesh; add sugar.	20 min.
5 min.	Wrap shells and refrigerate.	Wrap shells and refrigerate.	5 min.
15 min.	Cut cantaloupe; remove and cube flesh; add to pineapple flesh; cover and refrigerate.	Cut cantaloupe; remove and cube flesh; add to pineapple flesh; cover and refrigerate.	15 min.
10 min.	Clean, trim, and place parsley in plastic bag; seal.	Clean, trim, and place parsley in plastic bag; seal.	10 min.
10 min.	Tidy kitchen.	Tidy kitchen.	10 min.
15 min.	Prepare cinnamon sugar and red and yellow jam glazes. Place in shallow containers and cover.	Season steak with barbeque sauce and spices; place in pan; cover; refrigerate.	15 min.
5 min.	Sift and measure powdered sugar for cream glaze into shallow container and cover.	Place smokie sausages in grill basket with detachable handle. Wrap; refrigerate.	15 min.
5 min.	Place 1/4 pound butter in shallow container and cover.		
5 min.	Refrigerate butter and jams. Fill and cover sugar dishes.		

FIGURE 9 (CONT.)

Time	Worker Number One	Worker Number Two	Time
30 min.	Assemble work trays: Tray # 1 tongs, large service platter, large bowl, measuring spoons, wooden spoons, grill basket handle, matches, buffet electric skillet. Tray # 2 slotted spoon, ice scoop, paper towels, butter dishes and forks, creamers, sugar dishes and spoons. Tray # 3 3 small wire whisks, hot pot holders, waxed paper, cooling rack, serving plates. Check two times for accuracy.	Assemble refrigerator trays: Tray # 1 3 dozen eggs, 1/4 c. oil, meats, parsley. Tray # 2 pineapple shells, fruit, maraschino cherries, cream, butter pats. Tray # 3 toppings Check two times for accuracy.	30 min.
10 min.	Assemble dough handling area. Include cloth, knife, flour, scale, dough. Knead dough.	Grease lightly 4-5 large cookie sheets and enough waxed paper to cover each pan.	10 min.
25 min. 5 min.	Portion dough into 1/2-oz units. Cover pans with greased waxed paper and damp cloth.	Shape dough into desired shapes and place on pans.	30 min.
5 min.	Refrigerate dough.	Disassemble dough handling	5 min.
15 min.	Clean kitchen.	Clean kitchen.	15 min.

FIGURE 10
DAY-OF-SERVICE PREPARATION AND SERVING PROCEDURES
(Note: Timing for two experienced workers)

Time	Worker Number One	Worker Number Two	Time
5 a.m.	Remove rolls from refrigerator. Remove damp cloths and place rolls in warm (not hot) place to rise, approximately 1-1/2 to 2 hours.	Double-check placement of tables in dining area. Cover with table pads and cloths. Double-check cloths for evenness. Place center pieces on each table and on buffet.	5 a.m.
5:10	Assemble cart with dishes: Silver (check for spots) Salt and pepper shakers Sugar bowls (check if full) Coffee warmer Buffet plates, casseroles, serving pieces.	Fold napkins.	5:20
5:30	Set Tables	Set Tables	5:30
6:00	Set up three work areas of kitchen: (1) meat and egg preparation, (2) fruit compote assembly, (3) roll assembly.	Assemble butter dishes, cream service. Crack eggs for scambling; refrigerate	6:00
6:15	Break prior to guest arrival. Double-check grooming, etc.	Break prior to guest arrival. Double-check grooming, etc.	6:15
6:20	Light grill. Melt butter. Make creamy glaze. Double check rolls. If not rising fast enough place in much warmer location.	Fill ice water glasses; place on table along with butter and cream.	6:20
		Assemble fruit compote at tables.	6:30
6:45	Place first pan of rolls in the oven. Grill smokies. Place on high rack. Begin grilling steak. Begin scrambled eggs. Finish steaks.	Serve arriving guest coffee. Keep at least three pots made.	6:40
		Double check to see if rolls are in. When ready, remove from oven, top, place on serving plate. Keep warm. Assist with scrambling eggs. Remove scrambled eggs to buffet table.	6:50

FIGURE 10 (CONT.)

Time	Worker Number One	Worker Number Two	Time
7:05	Put second batch of rolls in oven. Assemble meat platter. Place on buffet table.	Begin picking up compotes and serving coffee and tea.	7:05
7:15	Begin serving scrambled eggs. Double check rolls. Remove and add topping. Replenish serving plates. Place third batch in oven.	Serve rolls. Refill coffee and tea.	
7:20	Remove buffet table set up and begin kitchen clean-up.		
7:25	Rolls--remove from oven and top. Place fourth batch in oven. Continue clean-up.	Serve rolls. Refill coffee and tea.	
7:35	Remove fourth batch rolls and top.	Serve rolls.	
7:45	Continue clean-up	Assist with clean-up.	
9:00	Continue clean-up	Assist with clean-up.	

Evaluation *(Consider critically every phase of the food function. What were the strong and weak points? How might improvement be made? Forms can be useful or evaluation may be as informal as a discussion.)*

The evaluation form shown in Figure 11 was used to evaluate the business breakfast prepared by the caterer and the assistant.

FIGURE 11

EVALUATION FORM

	Out-standing	Above Average	Average	Below Average	Unsatis-factory	Comments
	5	4	3	2	1	
Menu	X					
Cost	X					
Purchasing	X					
Recipes		X				
Production (overall)		X				
Worker I	X					
Worker II			X			Slow
Service (overall)			X			Some confusion
Worker I			X			
Worker II			X			
Clientele Reaction	X					Excellent

Laboratory Experiences

Laboratory experiences permit students to work in a specially designed facility in order to gain actual work experience in food production and service. Laboratory assignments should be made through use of student work schedules to insure that every student is aware of his/her duties. Student work schedules should be designed to insure that each student is assigned a variety of food production and service tasks and learns to operate each piece of equipment in the laboratory within her/his capabilities.

The meal or products planned for a particular laboratory experience should be used to determine the number of student workers assigned to specific tasks. Assigning more students than needed should be avoided as it decreases the learning value of the experience and may even cause confusion and hazards in the laboratory. Students not scheduled to participate in a particular laboratory experience may be assigned individual study, observations, or special tasks such as inventorying supplies, or other tasks related to laboratory management.

IMPORTANT

To allow students to gain as much proficiency as possible in the tasks necessary for successful job performance, participation in the laboratory should involve a variety of activities:

1) *sanitation*
2) *food storage and service*
3) *cafeteria food production and service*
4) *fast food production and service*
5) *restaurant food production and service*
6) *catering*
7) *commercial baking*

Experiences should result in each student achieving as many of the competencies listed on pages 487-491 as possible.

Sanitation

All food service workers should learn to clean floors, walls, hoods, and equipment in the food service facility. They should learn when and how to remove trash. They should learn how to dispose of garbage using garbage cans or a garbage disposer. They should also learn the basics of pest control. Pot and pan washers need skill in cleaning and sanitizing pots, pans, and utensils. Dishwashers and dish machine operators should be able to wash china, plastic, glass, and silver by hand and machine.

Food Storage

All food service employees need to know how to correctly store food in the storeroom, refrigerator, freezer, or cupboards. They also need to know how to requisition food from the storeroom. Storeroom workers need to know how to receive food, store it properly, issue food, and keep an inventory of supplies on hand. They need to know how to lift safely.

Cafeteria Food Production and Service

Students need experience preparing food in the large quantities used in cafeterias. They should learn to set up, maintain, and take down, the tray line. Counter workers should learn to serve customers efficiently, answer questions, and make menu suggestions. Portioning is extremely important in tray line service.

Fast Food Production and Service

Students need experience preparing fast food items. Fast food experiences provide opportunities to learn the basics in simple table service. They can also provide experiences for training the carry-out worker.

Restaurant Food Production and Service

Restaurant-type experiences provide opportunities for gaining a variety of food preparation skills. They provide opportunities for capable students to practice waiter/waitress skills. These students should learn to seat guests, take orders, serve food and present checks. Sidework duties include keeping the dining room clean, setting up dining tables, supplying side stands, setting tables, etc. Closing duties involve preparing the dining room for the next meal. The dining room helper may prepare and maintain side stands, clean floors and furniture, set tables, prepare water and bread for serving, prepare and care for condiments and accessories, pour water, clean tables, set tables, transport soiled items to kitchen, and help clean the dining room after the meal period. They also help clean up when accidents occur.

Catering

Single items or complete meals can be catered. Special skills are involved in packing foods and supplies for transporting and in setting up rooms.

Commercial Baking

To develop skills in making pastries, cakes, breads, quick breads, cookies, and desserts, time may need to be devoted exclusively to these items as they would be done at the bake station in a restaurant or in a small bakery.

Utilization of Class Output

In order to make laboratory experiences as realistic as possible, ways to utilize class output must be planned. A variety of types of food production and service should be utilized. Bakery and catered items may be done to help students develop special skills, but care must be taken to avoid their becoming work experiences instead of learning experiences. The local advisory council should be utilized in determining the types of experiences which will best prepare students for jobs in the community and in helping to create a demand for the products and meals produced by the class.

Cafeteria Food Production and Service

Simulated cafeteria experiences can easily be provided in most schools by designating certain days to serve lunch to the school faculty. This type of service can help students to develop basic skills in food production and service. Menus can be simple, utilizing convenience foods and foods prepared in advance. Early in the year emphasis can be given to developing counter service skills and clean-up skills on serving day. Later emphasis can be shifted from preparation of one type of food to another, filling in the menu with convenience foods as needed until basic food preparation skills are mastered.

Fast Food Production and Service

Fast food experiences can be provided through operation of a fast food service for faculty or a snack bar for students. Emphasis should be given to menu items commonly served in fast food establishments including hot and cold sandwiches, deep fried items, beverages, Mexican food items, and ice cream desserts.

Restaurant Food Production and Service

Buffet and family style meals can be served to various school and community groups including advisory councils, school board, teachers and club groups. Choose simple menus appropriate to students' skills. Table service provides opportunities for students who are capable to learn waiter/waitress skills, and for kitchen workers to practice timing orders.

Catering

Everything from single items to complete meals can be catered to provide a variety of food preparation experiences for students. Picnic packs (napkins, plastic ware, and condiments) for class picnics might provide an early assembly line experience. Later class picnics could provide assembly line experience for a complete meal including picnic packs, sandwiches, cookies or brownies, and beverages. Chicken dinners or other popular menus could be catered for large group functions. Chili might be prepared for the school snack bar to serve at athletic events. Coffee and doughnuts might be provided for the teacher's lounge. Brown bag lunches might be prepared for a lunchtime club meeting. A meal might be catered for a school board meeting in another room of the school. The possibilities are endless.

Commercial Baking

Word of mouth should be all that is needed to advertise baked items. At first, concentrate on one type of item at a time to help students gain basic skills. Later a variety of items might be prepared for a "bake shop." Many baked items can be made ahead and frozen. Begin with simple items and progress to more difficult ones. Baked items are especially popular at holiday time. Advance orders may be taken from the school faculty. Cakes could be made and frozen, then decorated as needed for faculty birthdays and special school events. A local store or restaurant may be willing to sell baked products on consignment. The popularity of baked products can be a problem if a definite time limit is not established for these experiences.

Contents of the Guide

In this guide the following format is used for each major concept:

Concept

Several major concepts related to food services are developed in this guide. No attempt has been made to determine the order in which the concepts and sub-concepts should be taught. It is felt that this order will vary considerably from one VEH class to another depending on such things as student's abilities and interests, time the class meets, projects chosen, equipment available, and the teacher's own experience, interests, and abilities.

Sub-concept

Several sub-concepts are needed to develop each major concept. Competencies, words to know, objectives, and learning and evaluation experiences are used to develop each sub-concept. The sub-concepts are developed as follows:

Competency: The major abilities needed by the student to succeed in food service occupations are listed at the beginning of each topic.

Sub-competency: Related sub-competencies are given for each major competency. The sub-competencies provide a more detailed description of the abilities needed for employment.

Words to Know: Including the key words in each concept aids the teacher in building the student's vocabulary related to food services. Knowing these words is essential to learning the material presented. However, many of the words will be used orally rather than read.

Behavioral Objectives: Outcomes which should result from successful completion of the learning and evaluation experiences are given as behavioral objectives. The letters in parentheses at the ends of the objectives are stated as follows: Cognitive Domain--Knowledge (C-K), Comprehension (C-C), Application (C-Ap), Analysis (C-An), Synthesis (C-S), Evaluation (C-E), Psychomotor Domain--Perception (P-P), Set (P-S), Guided Response (P-GR), Mechanism (P-M), Complex Overt Response (P-COR); Affective Domain--Receiving (A-Rec), Responding (A-Res), Valuing (A-V), Organization (A-O), Characterization (A-C). When objectives in more than one domain might be written for a learning experience, only the domain most closely related is used. Because such overlapping is particularly true at the lower levels of the three domains, only objectives in the cognitive domain are included at these levels. When objectives at more than one level might be written for a learning experience, only the higher level objective is given. In the VEH program, the teacher must assume responsibility for determining the highest level objectives each student is capable of reaching.

Learning and Evaluation Experiences: Suggestions are provided through the learning and evaluation experiences for ways each concept might be taught using a variety of multisensory teaching methods and techniques. Many of the suggested experiences may be used to evaluate the student's progress toward the objectives.

When information was available on making adaptations to accomodate various handicaps, it was included in the appropriate learning and evaluation experiences. Additional suggestions may be found in the reference list accompanying this guide.

Words to Know: Simple definitions of food service terms are provided for the teacher's convenience in working with students whose vocabularies and levels of understanding may be limited. NOTE: Words to Know are intended for the teacher's information only, not as handouts for students to memorize! It is more important for students to recognize the word and use it when needed, than to be able to define it.

Teaching Aids: A variety of teaching aids is included after each subconcept. Suggestions for transparencies, handouts, games, and case situations are given. Notice that bold lines and large type are used for all visuals.

Learner Progress Records: A useful way to keep track of each student's progress is the learner progress record. Notes can be kept from the date a concept or competency is introduced until the student reaches the level of proficiency necessary for employment.

How to Use the Guide

The guide is presented by concepts, rather than units, to provide maximum freedom for the teacher to adapt the materials to the local situation. The material is not designed for use in any particular community. The teacher will need to use initiative, imagination, and creativity in working cooperatively with students, parents, employers, school, and community to develop an effective VEH program.

The teacher is not expected to use all the suggested experiences given in this guide with one class. The teacher may adapt, supplement, and expand the suggestions in view of the specific needs, interests, abilities, backgrounds, and levels of maturity of the students. The variety of experiences included should enable the teacher to select those teaching-learning experiences that will help the students reach objectives necessary for their employment.

The guide emphasizes ways various concepts might be taught rather than include all the information the teacher will need to know to carry out the suggested learning and evaluation experiences. The teacher will find a variety of references included in the reference list accompanying the guide which will aid in becoming knowledgeable in the various aspects of Food Service. In addition, the teacher should use the teacher edition of Food Service Employee[1] as a primary source of information on the concepts included in this guide.

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[1] Food Service Employee. Lubbock, Texas: Home Economics Instructional Materials Center. 1980.

The major concepts included in the guide are sanitation, safety, food storage, small equipment, large equipment, food preparation, quantity cookery, and customer service. Obviously, the teacher will not begin teaching sanitation and simply proceed through the book. Instead, instruction might begin with basic information on sanitation, safety, and food storage. Students should be taught from the first day of class to follow directions and to ask questions when unsure. These concepts can be expanded throughout the year. Instruction on equipment, food preparation, quantity cookery, and customer service can be related to planned laboratory experiences. In fact, laboratory experiences should be carefully planned to gradually introduce new concepts, provide sufficient opportunities to practice new skills, and to give students opportunities to feel successful.

The first laboratories might deal with beverage preparation since beverages will be served with meals throughout the year. Try inviting another class for hot chocolate, then plan a hot chocolate booth for teachers and students. Students can learn the basics of heating milk, following directions, pouring, and get their first exposure to "customers." Plan labs to teach making hot tea, iced tea, and coffee. Use these labs to introduce the top of the range, the tea urn, the ice machine, and the coffee maker. These beverages might be served to teachers in the faculty lounge.

Next, try a soup and sandwich lunch. Serve poor boy sandwiches made ahead on an assembly line, canned soup, potato chips, and a convenience dessert like frozen brownies or cake. Use this lab to introduce use of the knife, the spatula, and the can opener. Teach students to recognize different types of sandwich meats, to use an assembly line for making sandwiches, and introduce portioning. The meal can be served cafeteria style giving students a chance to succeed at setting up and serving a simple meal.

A second meal might be a salad bar. Serve a meat salad, canned potato salad, congealed salad, fruit salad, garnishes, a variety of prepared dressings, and french bread. This menu contains items which can be prepared ahead. It would give students more practice using knives. It provides an opportunity to introduce other cutting equipment, and the blender. Emphasize sanitation in handling meats. Teach students to make simple garnishes which can be stored in the refrigerator until used. Teach students how to boil eggs, make gelatin, and recognize a variety of dressings. It provides a good chance to learn how to keep up a salad bar and make big bowls look full. This menu could be repeated several times during the year for different purposes. It can provide an opportunity to use leftovers creatively or even to learn how to grow sprouts.

A third lunch might offer a variety of sandwiches, finger vegetables, and a convenience dessert. Menus combining various soups, sandwiches, salads, garnishes, and convenience desserts can be repeated until students master the skills involved.

A fourth lunch might combine one or two types of sandwiches and a salad. Students can practice preparation skills, portioning, and garnishing. You might begin to emphasize the importance of merchandising. At this point you might begin offering short order service to increase the pressure on students and to introduce the concept of timing. This menu can be repeated, gradually increasing the number of items.

You might add chili made from scratch to the menu as a way to introduce the basics of soup preparation. A chili lunch might include chili and a green salad with a variety of condiments such as crushed tortilla chips, shredded cheese, chopped onions, and Picante sauce. Later you can add both chili and chili dogs to your short order menus.

A hamburger/hot dog lunch might offer plain, cheese, or fancy hamburgers and hot dogs with a choice of mustard, relish, or chili, and french fries. This menu would provide an opportunity to introduce the griddle and deep fryer. It would also increase the importance of timing orders.

Other suggestions for labs planned for the purpose of introducing new concepts and/or equipment include:

Equipment	Concepts	Menu
Ovens	Frozen desserts Portioning Displaying	FHA Dessert Party
Ovens	Making pies from scratch (buy crusts) Portioning Take-out orders	Pie Kitchen Fruit pies
Dipper	Portioning ice cream	Ice Cream Counter
Ladles	Serving sauces	
Griddle	Assembling Turning white hot	Breakfast Egg/English muffin sandwiches Orange juice Coffee Milk Hot chocolate
Ovens	Having everything pre-prepared	Pizza Parlor Pizza Salad

Some equipment lessons can be used to prepare foods which will be needed later in meal preparation. For example, you might use the chopper to chop five quarts of onions, the range top to cook ten pounds of macaroni, and a food grater to shred five pounds of cheese. These could be used later to prepare macaroni and cheese, macaroni salad, or a casserole.

Take advantage of convenience foods available on the quantity foods market. Your advisory committee should be able to assist you in planning your use of these items. From them you can learn which foods are available in convenience forms, which are most frequently used in food service locally, which are the best buys, and which purveyor is the best source of supply. Convenience foods are an essential part of simulating actual food service operations. In addition, the use of convenience foods enables you to serve a complete meal while concentrating on developing new skills in only one or two areas. This can be a major factor in providing success experiences for your students early in the year. As students acquire skill and confidence, you can increase pressure and difficulty by increasing the variety of food items and the speed required.

SANITATION

Personal Sanitation and Manners for the Job

COMPETENCY: Ability to use appropriate sanitary procedures in commercial food service.

SUB-COMPETENCY: Ability to maintain good personal sanitation habits and good manners on the job.

WORDS TO KNOW:

grooming
attractive
acceptable
clean
appearance
pleasant
behavior
manners
polite
sanitary
sanitation

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define "good grooming" (C-K)	Listen as your teacher defines "good grooming." What does good grooming mean to you?
List characteristics of a well-groomed person (C-K)	View pictures of people who are well-groomed. What do the people have in common? Make a list describing what well-groomed people are like.
Describe the characteristics of a well-groomed person (C-C)	Take turns describing for the rest of the class the way that a well-groomed person looks.
Explain the importance of being well groomed (C-C)	Listen as your teacher explains the importance of being well groomed. If you were eating out at a restaurant and your waiter or waitress was poorly groomed, how would you feel? If you were eating out at a restaurant and saw that the cook was poorly groomed, how would you feel? Is it important for food service employees to be well groomed? (See pp. 45-48.)
Describe proper grooming habits for a food service employee (C-C)	Listen as your teacher describes proper grooming habits for a food service employee. Play "Am I Well Groomed?" (See pp. 49-51.)
Define "pleasant behavior" (C-K)	Listen as your teacher defines "pleasant behavior."

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Explain the importance of pleasant behavior in food service (C-C)	Discuss with your classmates the importance of a food service employee having a pleasant manner. How would you feel if you went out to eat and the waiter was unfriendly and unpleasant? How would you feel if you went out to eat and the waiter was friendly and pleasant? How would you feel as a customer if the restaurant employees were unpleasant to each other? Why is it important for the food service employee to behave pleasantly?
Give examples of pleasant behavior in food service occupations (C-C)	Sit in a circle. Your teacher will name a specific food service employee for each student. Take turns telling how the food service employee that you were assigned could show pleasant behavior. [NOTE TO TEACHER: Many food service employees do not come into direct contact with the customer, but can still smile and show pleasant behavior. Therefore, do not hesitate to include such employees.]
Define "good manners" (C-K)	Listen as your teacher defines "good manners."
Explain the importance of having good manners in food service occupations (C-C)	Play, "Is This Good Manners?" (See pp. 52-53.) Why is it important to have good manners in food service occupations?
List good personal habits of a food service employee (C-K)	Listen as your teacher lists good personal habits that a food service employee should have such as: not smoking on the job; not touching your face or hair on the job; avoiding coughing, sneezing, or spitting near food or food containers; washing hands once each hour or after blowing your nose or visiting the restroom; bandaging any cuts and sores; and staying home when you have an illness that is catching.
Describe good personal habits of a food service employee (C-C)	Play, "Is This a Good Personal Habit?" (See pp. 54-55.)
List correct handwashing procedures (C-K)	Watch and listen as your teacher shows you how to wash your hands. (See p. 56.)
	Look at a transparency showing how to wash your hands correctly. (See p. 57.)

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Explain the procedures for correct handwashing (C-C)	Divide into pairs. Take turns explaining to your partner the correct way to wash your hands.
Practice washing your hands correctly (P-GR)	With your teacher's help, practice washing your hands.
Use appropriate personal sanitation for a commercial food service employee (P-M)	Use correct personal habits in the food service laboratory at all times.

WORDS TO KNOW
About Personal Sanitation for the Job
(Teacher Information Sheet)

grooming - making neat, attractive, and acceptable.

attractive - pleasing to others.

acceptable - satisfactory.

clean - not dirty. Being clean does not necessarily mean being sanitary.

appearance - the way you look.

pleasant - agreeable and pleasing.

behavior - the way you act.

manners - polite behavior.

polite - being nice.

sanitary - free from dangers to health.

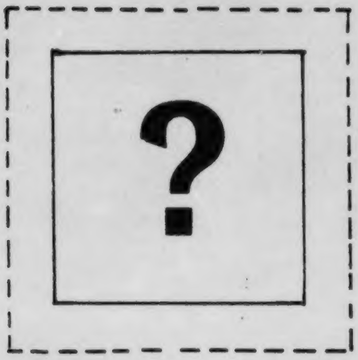
sanitation - what you do to keep things free from dangers to health.

SCRIPT ON PERSONAL APPEARANCE

1. What does your personal appearance say about you?
2. Personal appearance is important you know.
3. One of the first things customers see when they go out to eat is the way the food service employees look.
4. First impressions can be lasting.
5. If you're a waiter or waitress, first impressions can last right up until the time the customer places the tip on the table.
6. There are three main parts to personal appearance...good grooming, being pleasant, and acting right.
7. Would you like for Janie to serve you? What kind of first impression would she make? What would improve her grooming?
8. Bathing daily.
9. Using a deodorant.
10. Washing hands often.
11. Brushing teeth at least twice a day.
12. Being sure fingernails are clean, medium length, and not polished.
13. Wearing no jewelry except a watch and a wedding band.
14. Keeping hair clean, and choosing a simple hair style.
15. What's wrong with Janie's makeup?
16. What should Janie do to be well-groomed?
17. Be friendly.
18. Be courteous. Say "Yes, sir," "Yes ma'am," "Thank you," and "Please."
19. Smile.
20. Which waitress would you want to greet you? Why? What is a pleasant manner?
21. Follow these rules on how to act.
22. Don't gather in a corner to gossip.
23. Don't run.
24. Don't point.
25. Don't chew gum.
26. Don't smoke.
27. Keep you eye on the guests. They may want to catch it!

INSTANT SLIDES

Directions: Run sheets through transparency making machine cut slides apart. Mount in 127 slide mounts. Add color if desired.



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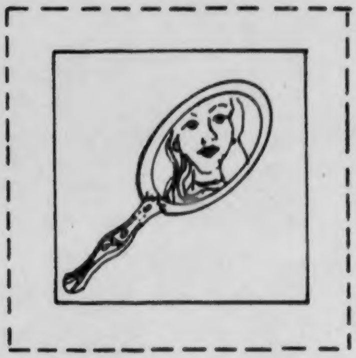

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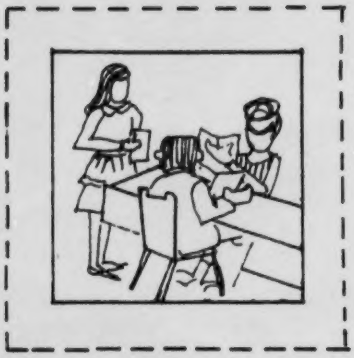

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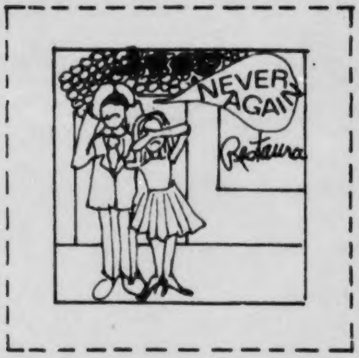
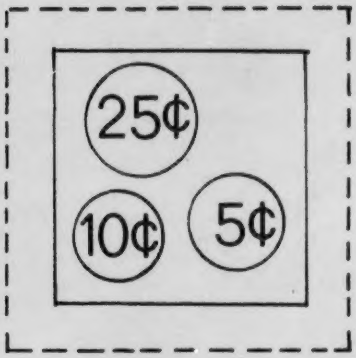

NEVER AGAIN
Restaurant

4



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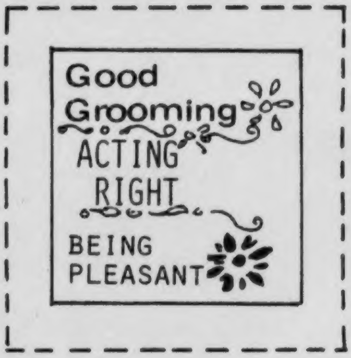
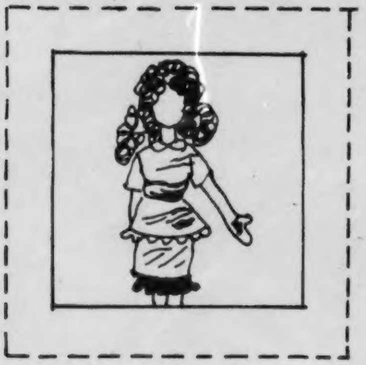

Good Grooming
ACTING RIGHT
BEING PLEASANT

6



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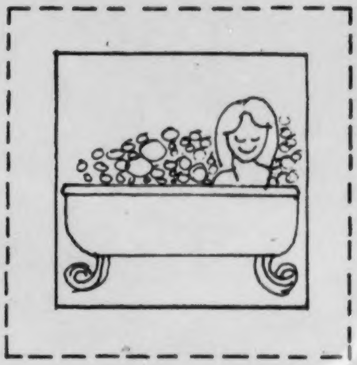

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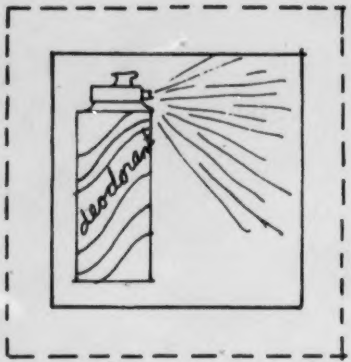

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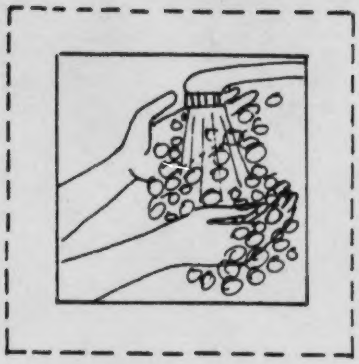

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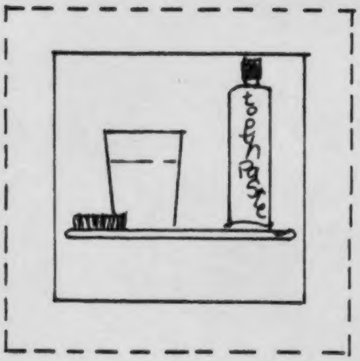
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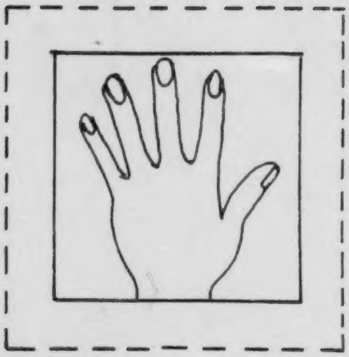

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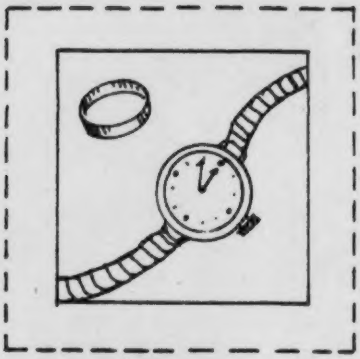

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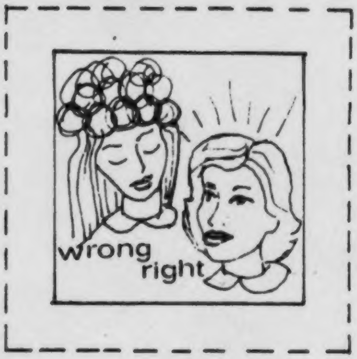
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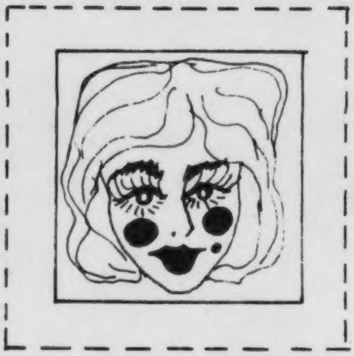

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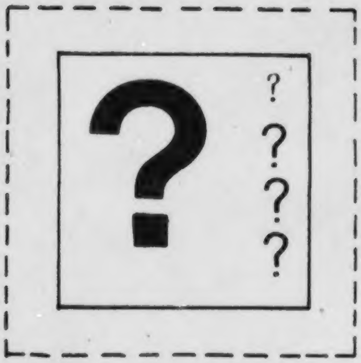

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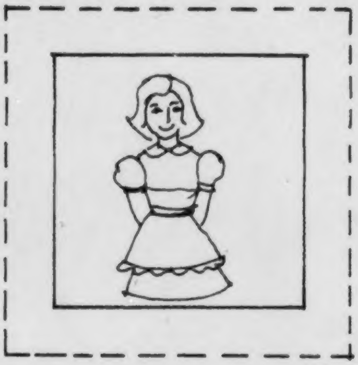

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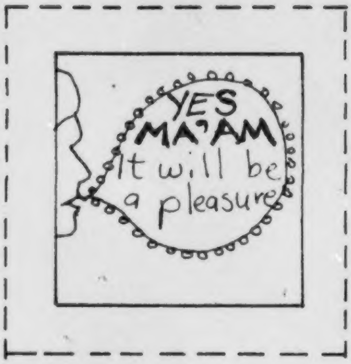
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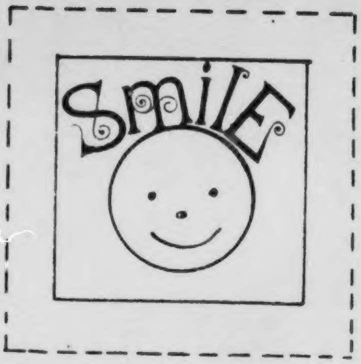

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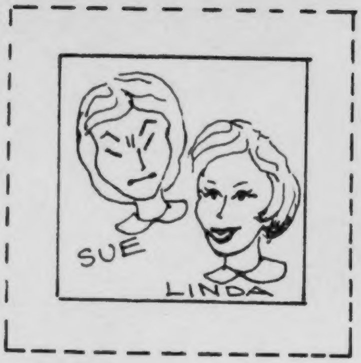

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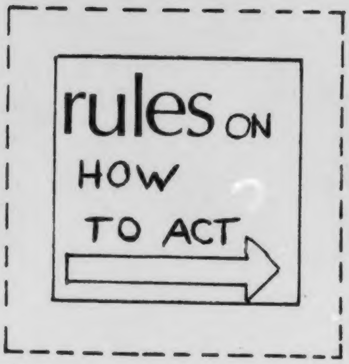
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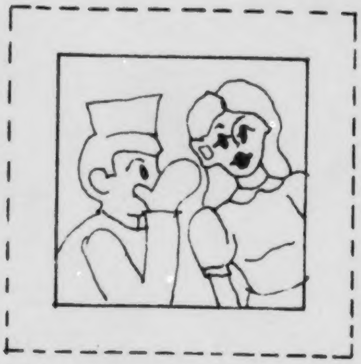

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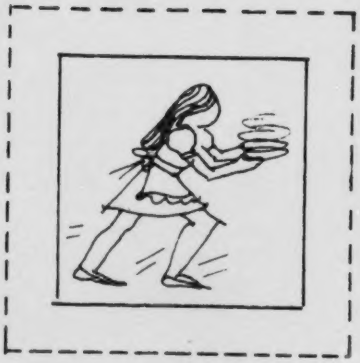

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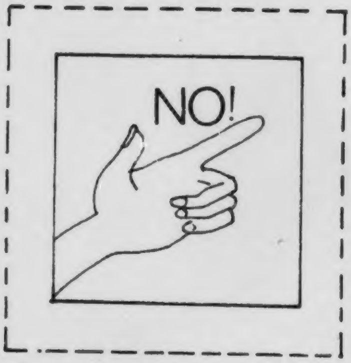

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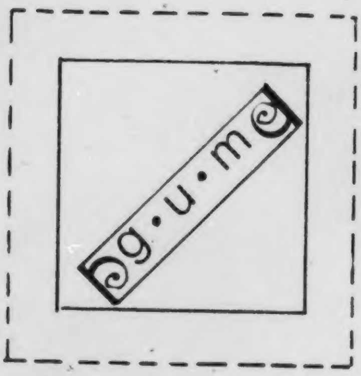

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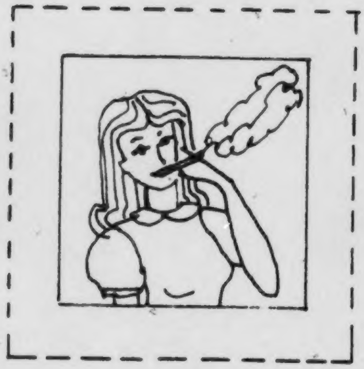

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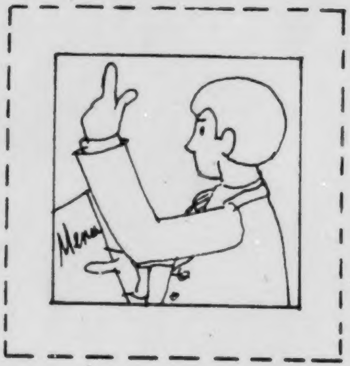


27

AM I WELL GROOMED?

Each of the following stories involves a food service employee who has either a good or poor grooming habit. Each student will be given a story to react to. Decide whether each employee's grooming habit is correct or incorrect for work. [Stories may be tape recorded.]

1) Joe forgot to use his deodorant after his shower this morning. However, he says it is okay since he used deodorant yesterday. Is not using deodorant each day a good or poor grooming habit?

2) Mary Lou went for a free facial before she went to work. She asked for the "special evening look" facial which included dark eyeshadow, blusher, and lipstick along with face powder that sparkled. Mary Lou went straight to work at Jack's Diner with her "special evening look" facial. Was Mary Lou well groomed for her job?

3) The only jewelry that Sally wears to work at The Carriage Restaurant is her simple gold wedding band. Is Sally's habit of wearing only her wedding band a good or poor grooming habit?

4) Jackie ripped the uniform that she wears for work at Ben's Burgers. She went ahead and washed the uniform without mending it. Now it is clean, but it is stilled ripped. Is wearing a ripped uniform a good or poor grooming habit?

5) Jim shaves each morning before going to work at the Forest Hills Restaurant. Is Jim's habit of shaving before work each day a good or poor grooming habit?

6) Sarah never wears colored nail polish while working as a waitress. Is Sarah's habit of never wearing colored nail polish at her job a good or poor grooming habit?

7) Max, a busboy at Griffin's Cafeteria, brushes his teeth morning and night, and after each meal. Is Max's habit of brushing his teeth morning and night and after each meal a good or poor grooming habit?

8) For her first day at the Chateau Restaurant, Maria wore her hair in a long style that fell well below her shoulders. Is Maria's wearing her hair below her shoulders a good or poor grooming habit?

9) Each day Jason wears a clean uniform to work at the Green Garden Restaurant. Is Jason's habit of wearing a clean uniform each day a good or poor grooming habit?

10) Ralph did not have time to iron his uniform before going to the Quaker Restaurant to work. He just went ahead and wore the wrinkled uniform. Is wearing a wrinkled uniform a good or poor grooming habit?

11) Susan wears clear nail polish and nail decals while working as a waitress at King's Restaurant. Is Susan's habit of wearing nail decals a good or poor grooming habit?

12) Craig bathes every three days, but he splashes on cologne and uses deodorant every day. Is Craig's habit of bathing every three days a good or poor grooming habit?

13) Jeff changes his uniform and his underwear every day. Is Jeff's habit of changing his uniform and his underwear every day a good or poor grooming habit?

14) Anne puts on a clean uniform every day. Because it is a little cold at the Lakeview Lodge she always wears a sweater. The sweater has not been cleaned in three months and is rather dirty. Is Anne's habit of wearing a dirty sweater a good or poor grooming habit?

15) Juanita wears the same shoes to work each day at the Cozy Kitchen Cafe. The shoes are dirty and scuffed and are beginning to smell bad. Is Juanita's habit of wearing dirty and scuffed shoes a good or poor habit?

ANSWERS:

1) Not wearing deodorant each day is a poor grooming habit. Deodorant that works should be used each day.

2) Mary Lou's make-up was not right for her job. Makeup for the job should be natural looking.

3) Sally is correct to only wear her wedding band to work. Large, flashy jewelry is out of place in food service. [NOTE TO TEACHER: Some food service establishments do not even allow wedding jewelry.]

4) Wearing a ripped uniform is a poor grooming habit. Clothes that need repairs should be mended before they are worn again.

5) Jim's habit of shaving before work each day is a good grooming habit.

6) Sarah's habit of never wearing colored nail polish at her job is a good grooming habit. Colored polishes have no place on the job.

7) Max's habit of brushing his teeth morning and night and after each meal is a good grooming habit.

8) Maria's wearing her hair below her shoulders while at her job is a poor grooming habit. Workers in food service jobs should wear their hair short or pinned up off their shoulders. Workers preparing food should wear hairnets.

9) Jason's habit of wearing a clean uniform each day is a good grooming habit.

10) Wearing a wrinkled uniform is a poor grooming habit. Clothes should always be well pressed.

11) Susan's habit of wearing nail decals at her job is a poor grooming habit. Nail decals have no place on the job.

12) Craig's habit of bathing every three days is a poor grooming habit. Food service employees should bathe and use deodorant daily.

13) Jeff's habit of changing his uniform and his underwear every day is a good grooming habit. It is very important to wear clean underwear as well as clean uniforms every day.

14) Anne's habit of wearing a dirty sweater is a poor grooming habit. Wearing dirty coats and sweaters can soil the uniform worn under them. Also, in Anne's case, the sweater will be worn all day in front of customers who will think Anne is not clean because of the sweater.

15) Juanita's habit of wearing dirty and scuffed shoes is a poor grooming habit. You should always keep your shoes clean, polished, and free of odor.

"IS THIS GOOD MANNERS?"

Each of the following stories involves a food service employee who has shown either good or bad manners. As a group decide whether or not good manners were shown. [The stories may be tape recorded.]

1) Joe and Sally went out to eat. While pushing a large cart, the busgirl ran into the back of Joe's chair. The busgirl said, "If you had kept your chair out of the way, I would not have hit it." Did the busgirl show good manners?

2) Mary placed an order of fried eggs in front of her customer. The customer said, "I did not order fried eggs. I wanted scrambled eggs." Mary was almost certain that the customer had ordered fried eggs. However, she said, "I am sorry. I must have misunderstood you. I will be right back with your scrambled eggs." Did Mary show good manners?

3) Carrie and Jane went to lunch at a fast food restaurant. The counter person ignored them and waited on other people first. He even waited on people who had come in later than Carrie and Jane. Finally, Carrie spoke up and said, "We have been here a long time, but you have not taken our order yet." The counter person said, "Look, lady, this place gets crowded and I can't see everyone. Anyway, who are you to tell me how to do my job?" Did the counter person show good manners?

4) Sam spilled milk on his customer's table. Sam said, "I am very sorry. I did not mean to spill your milk. I will clean it up and get you some more." Did Sam show good manners?

5) Carol is a cook's helper in a large cafeteria. Ralph, who is also a cook's helper, accidentally ran into Carol. He did not say he was sorry. Did Ralph show good manners?

6) Lee accidentally dropped the salad he was serving to his customer right in the customer's lap. Lee helped the customer clean up the mess and said he was sorry. Then Lee went and got the manager who also said he was sorry and offered to pay the bill to clean the customer's clothes. Did Lee show good manners?

7) Diane just could not please her customer. No matter what she did it was wrong. He said his French fries were raw, so Diane took them back to cook them some more. Then he said they were burned and started screaming as loud as he could about the poor service. Diane tried to say she was sorry, but he kept screaming. Diane decided to go get the manager and ask the manager to handle it. Did Diane show good manners?

ANSWERS:

1) The busgirl did not show good manners. She should have said, "I am sorry, I did not mean to run into your chair."

2) Mary showed good manners. Even though she thought the customer was wrong, she was nice and changed the order.

3) The counter person did not show good manners. Actually he should have been doing his job well enough to have already noticed the customers. However, if he had not already seen them, he should have said, "I am sorry, I did not see you. May I take your order now?"

4) Sam showed good manners. Perhaps, if he had been more careful he would not have spilled the milk. However, once he had spilled the milk the best thing to do was say he was sorry, clean up the mess, and bring more milk.

5) Ralph did not show good manners. We sometimes only think of showing good manners to customers. However, it is just as important to show good manners to our fellow workers. Ralph should have said, "I am sorry."

6) Lee did show good manners. Lee said he was sorry and also got the manager who said he was sorry, too.

7) Diane did show good manners. She said she was sorry and then went and got the manager. If the man was to be asked to leave the restaurant, it should be the manager who asks him to leave. Therefore, Diane did the right thing by asking the manager to take care of the problem.

"IS THIS A GOOD PERSONAL HABIT?"

Each of the following stories involves a food service employee who has good or poor personal habits. As a group, decide whether good or poor personal habits were shown. [Stories may be tape recorded.]

1) Larry always washes his hands before he begins his job as a salad maker at Griffin's Cafeteria. Is washing your hands before handling food a good personal habit?

2) Sue has a horrible cold, but she decided to go to her job at Jack's Diner anyway. Is going to work when you are ill a good personal habit?

3) Even though Kim smokes, she never smokes at her job at The Carriage Restaurant. Is not smoking on the job a good personal habit?

4) Jack scratched his face and continued to peel vegetables at the Chateau Restaurant. Is touching your face while at your food service job a good personal habit?

5) Keith cut his hand, but he refuses to wear a bandage while he works as a dishwasher at the Green Garden Restaurant. Is not wearing a bandage over an open cut a good personal habit?

6) Ernest went out to the storage house behind the Chateau Restaurant to get a can of cooking oil. He picked the can up from the floor and carried it into the restaurant. Then, without washing his hands, he began making salads. Is not washing your hands after picking up items off the floor a good personal habit?

7) Laura was slicing a piece of pie for a customer when she got some whipped cream from the pie on her fingers. She wiped her finger on her apron and continued slicing the pie. Is wiping your fingers on your apron a good personal habit?

ANSWERS:

1) Washing your hands before handling food is a good personal habit.

2) Going to work when you are ill is not a good personal habit. You can give your co-workers and customers your illness.

3) Not smoking on the job is a good personal habit.

4) Touching your face or clothes while working with food is not a good personal habit.

5) Failure to wear a bandage over an open cut is not a good personal habit. Any cuts or sores, no matter how small, should be bandaged An accident report should be filled out.

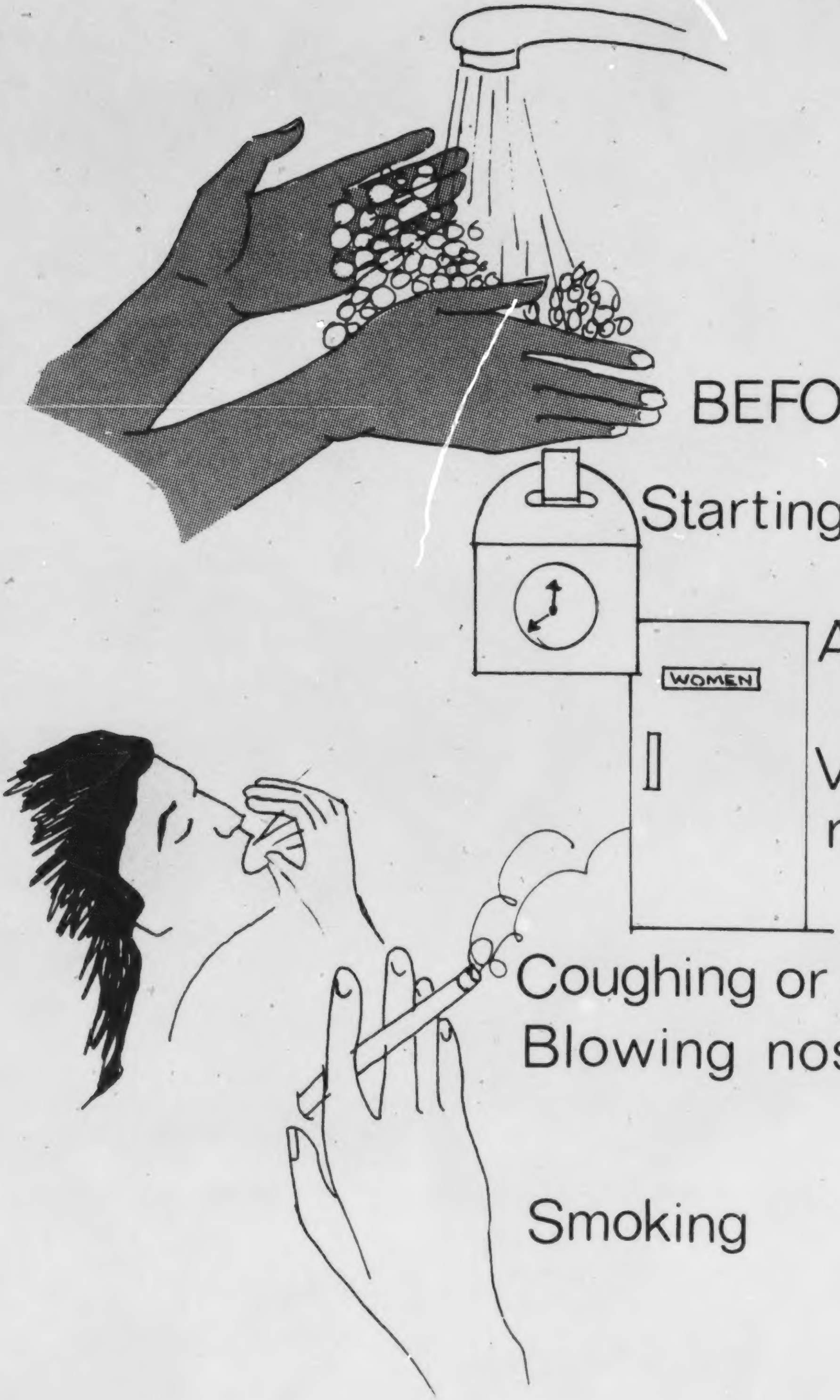
6) Failure to wash your hands after picking up items off the floor is not a good personal habit. You should always wash your hands after picking things up off the floor. Also wash after touching things that might be dusty or dirty.

7) Wiping your fingers on your apron is not a good personal habit. You should wash your hands and dry them instead of wiping them on your apron. Wiping your hands on your apron does not really clean your hands. It does make your apron dirty.

SANITARY METHOD OF HANDWASHING
(Teacher Information Sheet)

1. Use correct sink for handwashing.
2. Turn on cold water. Add hot water until it is as hot as you can use.
3. Wet hands and wrists under running water.
4. Use soap. Work up a lather.
5. Rub hands together briskly. Make sure to scrub knuckles and nails.
6. Rinse all the soap off hands and wrists under running water.
7. Dry hands and wrists carefully with a paper towel. Or use a hot-air dryer.
8. Throw paper towel in trash can.

WASH HANDS



BEFORE:

Starting to work

AFTER:

Visiting restroom

Coughing or sneezing
Blowing nose

Smoking

SANITATION

Sanitary Food Handling

COMPETENCY: Ability to use appropriate sanitary procedures in commercial food service.

SUB-COMPETENCY: Ability to use sanitary food handling and food preparation techniques.

WORDS TO KNOW:
safe temperature
spoil
bacteria
food handler

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define sanitary food handling (C-K)	Listen as your teacher explains sanitary food handling.
List procedures for sanitary food handling (C-K)	Listen as your teacher lists ways to handle food safely. [NOTE TO TEACHER: Discuss importance of correct food storage temperatures and serving temperatures as well as personal sanitation.] (See p. 61 for a temperature chart.)
	Watch a filmstrip on safe food handling. How should food be handled to keep it safe?
Describe procedures for sanitary food handling (C-C)	Sit in a circle. Take turns describing to your classmates one way to handle food safely.
	Remember anything unpleasant you have found in food. Share your experience with your classmates. Examples: hair in the soup, gum in the salad, used bandage in the meat loaf, nail polish chips in cream pie. How did you feel when these things happened to you? What should have been done to keep you from finding something unpleasant in your food?
Practice procedures for sanitary food handling (P-GR)	With your teacher's help, handle food safely in the food service laboratory.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Use correct procedures for sanitary food handling (P-M)	Handle food in the food service laboratory correctly.

WORDS TO KNOW
About Sanitary Food Handling
(Teacher Information Sheet)

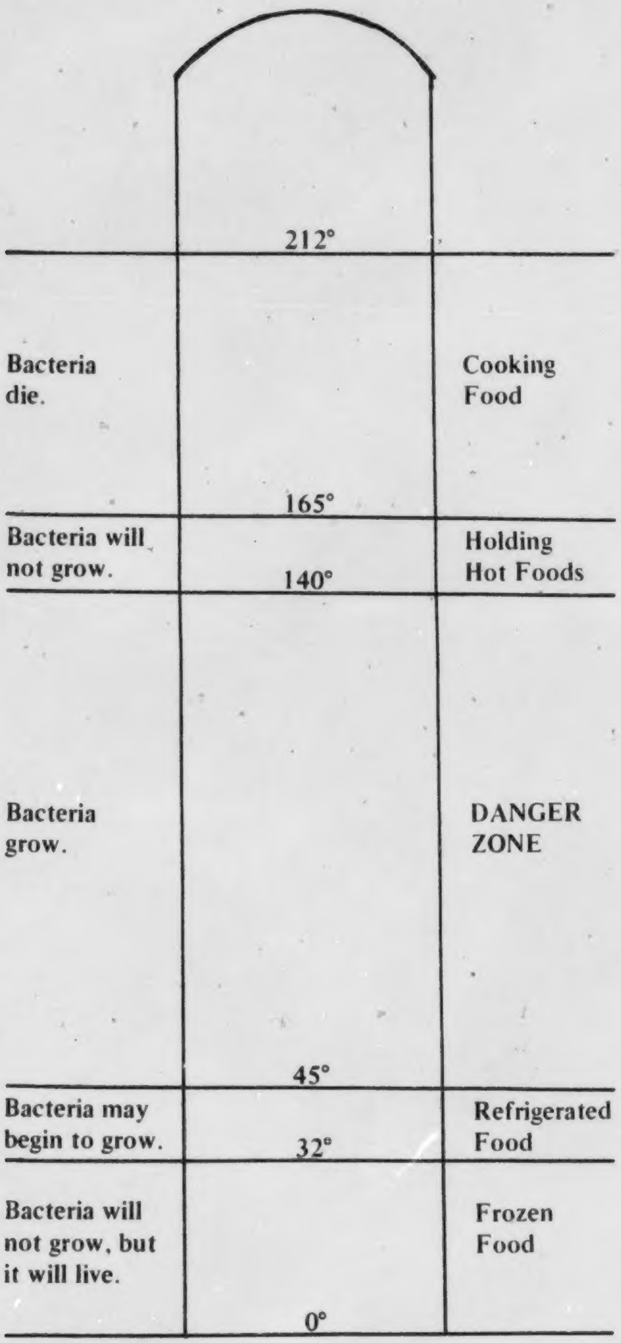
safe temperature - the temperature that keeps a food from spoiling.

spoil - become unsafe to eat.

bacteria - small germs that can cause illness.

food handler - a person who touches or holds food.

SAFE AND UNSAFE TEMPERATURES FOR FOODS


212°
Bacteria die.
Cooking Food
165°
Bacteria will not grow.
Holding Hot Foods
140°
Bacteria grow.
DANGER ZONE
45°
Bacteria may begin to grow.
Refrigerated Food
32°
Bacteria will not grow, but it will live.
Frozen Food
0°

SANITATION

Sanitation of Food Service Facilities

COMPETENCY: Ability to use appropriate sanitary procedures in commercial food service

SUB-COMPETENCY: Ability to maintain the food service facility in a sanitary manner.

WORDS TO KNOW:

sanitary
clean
sanitize
sanitizing agent
cleaning solution

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define "sanitary" (C-K)	Listen as your teacher tells you what is meant by "sanitary." How is "sanitary" different than "clean"?
List the characteristics of a sanitary food service facility (C-K)	Listen as your teachers tells you what a sanitary food service facility is like. With your teacher's help, make a list of things that make a food service facility sanitary.
Explain the importance of a sanitary food service facility (C-C)	As a class discuss the importance of a sanitary food service facility. How would you feel if you went into a restaurant that had dirty tables and floors? How would you feel if you went into a very clean restaurant? Would you rather eat at a restaurant with dirty tables and floors or one with clean tables and floors? Why is it important for a food service facility to be clean and sanitary?
List the types of surfaces to be cleaned and sanitized in a food service facility (C-K)	With your teacher's help, make a list of the surfaces to be cleaned and sanitized in a food service facility. Did your list include floors, walls, windows, furniture, and counters?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List the steps in cleaning and sanitizing the food service facility (C-K)	Listen as your teacher names the steps in cleaning and sanitizing the food service facility. (See p. 65.) What types of cleaning should be done several times a day? What types of cleaning should be done once a day? What types of cleaning should be done weekly?
Describe the steps in cleaning and sanitizing various surfaces in the food service facility (C-C)	Listen as your teacher describes the steps in cleaning the surfaces in the food service facility such as floors, walls, windows, furniture, and counters. [NOTE TO TEACHER: Describe and demonstrate how to clean only one surface at a time. Provide opportunities for students to practice.] As your teacher names a surface in a food service facility, describe the proper way to clean and sanitize that surface.
Practice cleaning and sanitizing various surfaces in the food service facility (P-GR)	Under your teacher's supervision, practice cleaning and sanitizing the surfaces in the food service facility. [NOTE TO TEACHER: Allow the students to rotate on cleaning jobs until every student can do every job.]
Perform cleaning and sanitizing procedures on the food service facility (P-M)	Clean and sanitize the food service facility whenever needed without waiting to be told by your teacher.

WORDS TO KNOW
About Sanitation of Food Service Facilities
(Teacher Information Sheet)

sanitary - free from dangers to health.

clean - not dirty. Being clean does not always mean something is free of dangers to health.

sanitize - to clean in a way to prevent dangers to health.

sanitizing agent - something used to kill germs.

cleaning solution - mixture of water and cleaner.

Cleaning
(Teacher Information Sheet)

Dining Tables, Counters, Bar Tops, Chairs, and Stools

1. When guests leave their seats, clear away dishes and glasses.
2. Wipe area, including edges of furniture and chair seats, with clean towel wrung out in a cleaning (sanitizing) solution.
3. Rinse towel in solution often.
4. Keep towels clean. Change them often.
5. Each day, spray a cleaner (cleaning and sanitizing agent) on surfaces. Wipe clean and dry.
6. Wipe all surfaces with a clean, dry, cloth.

Loading Dock

1. Sweep up and remove all loose trash.
2. Apply hot cleaner (sanitizing solution) to floor areas and to outside of garbage can, steps, ramps, and other parts.
3. Let solution stand 5 minutes.
4. Spray with clear hot water to rinse.

Walls--Tile, Block, and Plaster

1. Wipe clean with a warm mixture of water and cleaner.
2. Clean areas, such as light switches, that are touched by hands.
3. Clean areas soiled by splashing liquids and wastes.
4. Let surfaces air dry.
5. If walls were very dirty, rinse with clear water. Allow to air dry.

Finished Wood Paneling

1. Wipe clean with clean cloth wrung out in cleaner (all-purpose cleaning solution.)
2. Wipe dry with a clean, dry cloth.

Floors

1. Clear floors of all movable objects.
2. Sweep to remove loose soil.
3. Mop with a cleaner (solution.)
4. Rinse mop.
5. Rinse floor, changing water often.

SANITATION

Warewashing

COMPETENCY: Ability to use appropriate sanitary procedures in commercial food service.

SUB-COMPETENCY: Ability to correctly perform dishwashing procedures.

WORDS TO KNOW:

dishwashing machine
glassware
flatware
utensils
spatula
scrape
prerinse
presoak
detergent
paper products
garbage
pot and pan sink

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify items which need to be washed in a food service establishment (C-K)	Identify as many objects as you can which get dirty as food is prepared and eaten.
Explain the need for preparing dishes, flatware, glasses, and utensils for washing (C-C)	Watch as your teacher shows the importance of correctly preparing dishes for washing. [NOTE TO TEACHER: Soft cook three eggs. Cut eggs into bite size portions on three plates. (If plates are alike, put a small piece of tape with permanent ink marking on the back of each plate.) Remove enough egg from each plate so that it appears that someone has eaten most of the egg. Scrape two of the plates. Do not scrape the other plate. Wash one scraped plate and one unscraped plate in the dishwashing machine immediately. Discuss the results with students. Which plate is cleaner? Why? Save the other scraped plate to wash tomorrow. Discuss results with students. Why did some of the food not wash off even though the plate was scraped?]
	Watch as your teacher shows you what can happen if you put paper items in the dishwater. [NOTE TO TEACHER: Place a colander or large strainer in the sink. Put in enough water so that the water level is just under the top of the strainer or colander. Scrape the paper items and seeds.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	and/or bones from two or three dishes into the strainer or colander.] Suggested questions: What happens to paper items when they are put in water? What happens to washing water when garbage is put in it? Will bones and seeds go out the drain when the water is let out?
	Look at a plate or tray as it may come to the dishwashing area. Discuss what would happen if you put it directly into the dishwashing sink or dishwashing machine.
Describe the correct procedure for handling dishes, flatware, glasses, and utensils (C-C)	View a transparency showing the correct way to handle dishes, flatware, glasses, and utensils. (See p. 72.)
	Listen as your teacher tells and shows you the correct way to handle dishes, flatware, glasses, and utensils. Why should you handle dishes, flatware, glasses, and utensils correctly? Whose safety is involved? Is just the customer's safety involved? Is the safety of both you and the customer involved? Why?
	Select a card with a picture of a tableware item on it. Describe how you should hold it.
Apply correct procedures in picking up dishes, flatware, glasses, and utensils (C-Ap)	Divide into pairs. Each pair will receive a cup, saucer, plate, glass, fork, knife, and spoon. One partner will name an item and the other will have to show the correct way to handle that item. Partners will take turns.
Describe how paper products are disposed (C-C)	Listen as your teacher describes the types of paper products that might appear on a tray. Watch as the teacher shows the correct way to handle these paper products. Discussion questions: How should you handle each of these items? Why should you touch these items as little as possible? When taking the paper products from the tray, should you put them in the trash can or in the garbage can?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Explain how garbage is scraped from dishes (C-C)	View a bulletin board on the two ways of precleaning plates, bowls, trays, and utensils. (See p. 73.) Discussion questions: By looking at the bulletin board, should you use a tool or your hand to scrape plates? From the tools laid out on the table, find the one used to scrape food waste from dishes.
Practice proper disposal of trash and scraping of garbage (P-GR)	Eat the snack your teacher serves you. When you are finished, clear your tray of paper items and scrape your plate using the proper tool. Make sure not to throw away utensils as you scrape away paper and garbage. [NOTE TO TEACHER: This learning experience requires serving the students a snack that by necessity leaves food on the plate. An orange which leaves a peeling would be a good possibility. You might also consider giving the students several foods on one plate so there will be different types of residues to clean away. Make sure each student has a paper napkin.]
Describe the proper use of the prerinsing hose (C-C)	View the bulletin board on the two ways to preclean plates, bowls, trays, and utensils, and watch as the teacher shows the correct way to use the prerinse hose. [NOTE TO TEACHER: Use your snack plate from the previous learning experience.] Discussion questions: Why are dishes prerinsed? Does prerinsing clean the same way as scraping?
Repeat the procedure for using the prerinse hose (P-GR)	Prerinse your own snack plate.
Explain the need for presoaking certain items (C-C)	Listen as the teacher explains the importance of presoaking certain items and the types of items to presoak. Discussion questions: What types of items need presoaking? What would happen if you did not presoak?
Practice presoaking of dishes, flatware, glasses, and utensils (P-GR)	View flatware before it has been washed. Notice how food sticks to the surface of the forks. With the help of your teacher, wash a rack of flatware without rinsing it. Soak the pieces that did not come clean in the sink in a warm cleaning solution. How much cleaner did you use?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice presoaking pots and pans (P-GR)	Scape and prerinse a pan with baked on food. Will the food come off? With your teacher's help, prepare the presoak compartment of the pot and pan sink. Soak items for 15 minutes. Does the baked on food come off after soaking? Listen as your teacher describes the proper methods for preparing presoaking water. What should be added to the water?
Complete the procedure to wash and sanitize pots and pans (P-M)	Show your ability to wash and sanitize pots and pans and other large items in the pot and pan sink. (See pp. 74-75.) At what temperature should the wash water be kept? What should be added to the wash water? Should chemical sanitizers be added to the wash water or to the rinse water? Why should the directions for the sanitizer be followed exactly? Should dishes be allowed to air dry? Why?
Wash pots, pans, and other large items in the pot and pan sink (P-M)	Wash pots and pans whenever needed in the food service laboratory.
Complete the procedure to prepare dishes, flatware, glasses, and utensils for the dishwashing machine (P-M)	Arrange flash cards of the steps for preparing dishes to wash in the proper order. [NOTE TO TEACHER: Use actual photographs of students performing the steps or make flashcards using the bulletin board on p. 73 as a guide.] Show your ability (in an actual after-meal situation) to dispose of paper trash, to dispose of food soil by scraping, prerinsing, or both, and to prepare a presoak solution.
Load the dishwashing machine with dishes, flatware, glasses, and utensils (P-M)	After studying the dishwashing machine, its use and care, load dishes, flatware, glasses, and utensils into the machine as needed during food preparation, service, and cleanup. [NOTE TO TEACHER: Refer to the manufacturer's instruction manual for use and care techniques.]
Wash dishes using the dishwashing machine (P-M)	After studying how to use the dishwashing machine, use it to wash dishes as needed during food preparation, service, and cleanup.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Carry out procedures for correct handling of dishes, flatware, glasses, utensils, and pots and pans (P-GR)	Under your teacher's supervision, pick up dishes, flatware, and pots and pans by the rims and handles as you unload the dishwashing machine.
Explain the need for storing dishes, flatware, glasses, utensils, and pots and pans properly (C-C)	Watch as the teacher shows you how dishes are stored in your laboratory. Listen as the teacher explains why dishes are stored this way. Discussion questions: Why does it help to store utensils in an orderly fashion? Are they easier to find this way? Is it easier to put dishes and utensils away when each item has a special place? What could happen if dishes and pots and pans were not properly stored?
Practice storing dishes, flatware, glasses, utensils and pots and pans properly (P-GR)	Under the supervision of your teacher, remove dishes from the dishwashing machine and store them in their proper places. After allowing pots and pans to air dry, store them properly.
Complete the entire machine dishwashing process from start to finish (P-M)	Perform all the steps of machine dishwashing including: (1) disposal of paper items, (2) scraping of plates, (3) disposal of garbage, (4) prerinsing, (5) presoaking (if needed), (6) racking the dishes, (7) preparing the machine for operation, (8) operating the machine, (9) unloading the machine, (10) storing unloaded items, and (11) cleaning the machine.

WORDS TO KNOW
About Dishwashing
(Teacher Information Sheet)

dishwashing machine - a machine that cleans dishes, glasses, flatware, utensils, pots and pans.

glassware - the glasses used at the table.

flatware - all the knives, forks, and spoons used at the table.

utensils - tools used in food preparation.

spatula - a tool used to scrape dishes.

scrape - to use a tool to push food off dirty dishes.

prerinse - to wash dishes lightly with water before they are put in the dishwashing machine.

presoak - to leave dishes and utensils in hot soapy water to clean away baked on or dried on food.

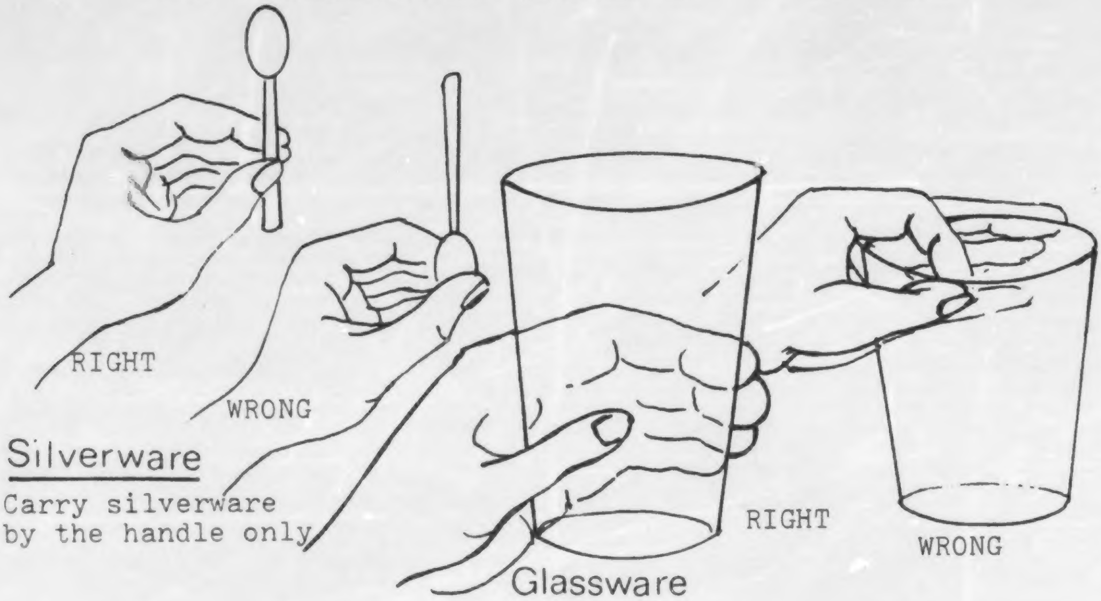
detergent - a powder like soap that is used for cleaning.

paper products - napkins, cups, glasses, plates, knives, forks, and spoons made of paper or plastic.

garbage - uneaten food.

pot and pan sink - large divided sink for washing pots and pans.

HANDLING CLEAN DISHES

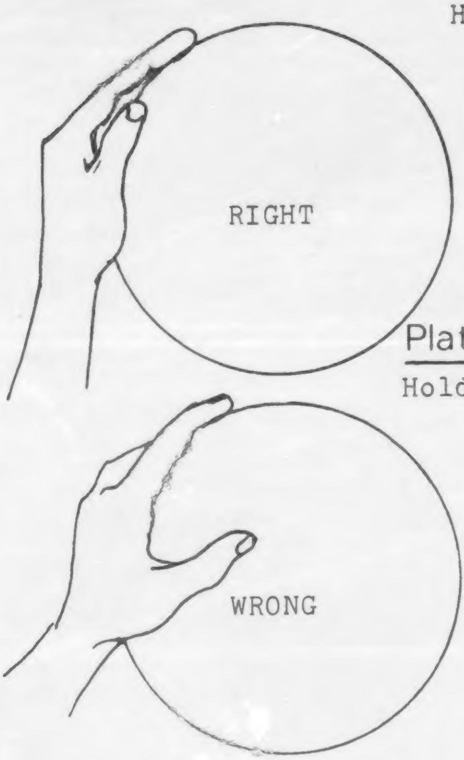

RIGHT
WRONG
RIGHT
WRONG

Silverware

Carry silverware
by the handle only

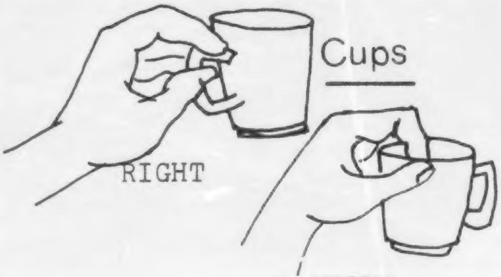
Glassware

Hold glasses at the base

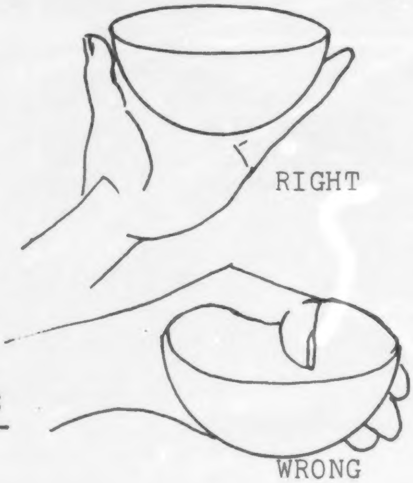

RIGHT
WRONG

Plates

Hold plates by rim only

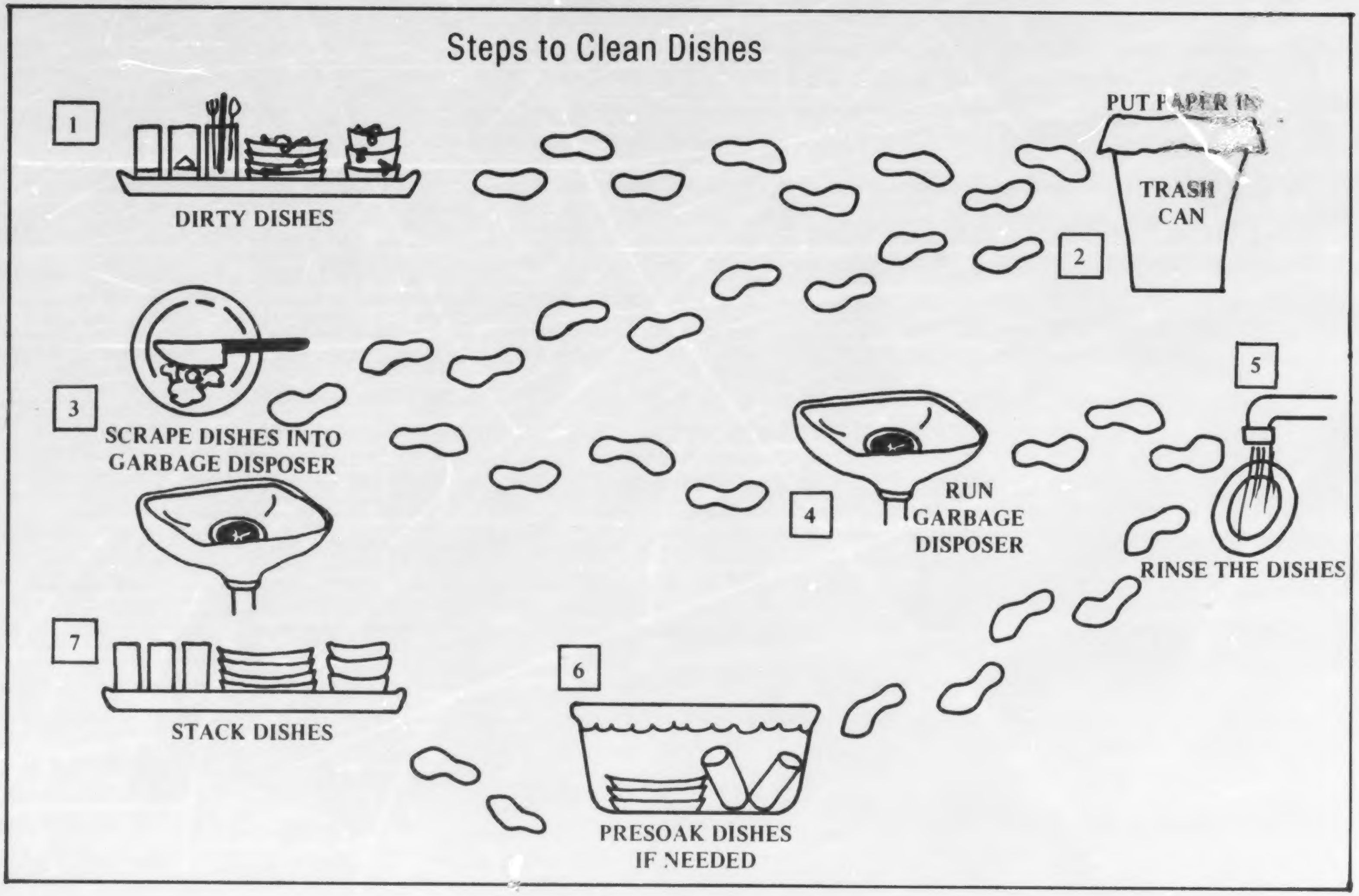

RIGHT
WRONG

Cups

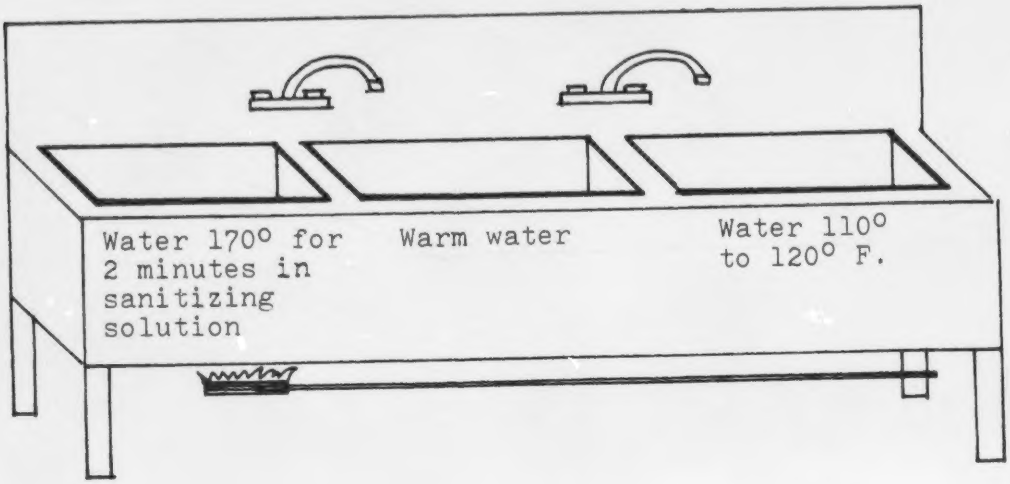

RIGHT
WRONG

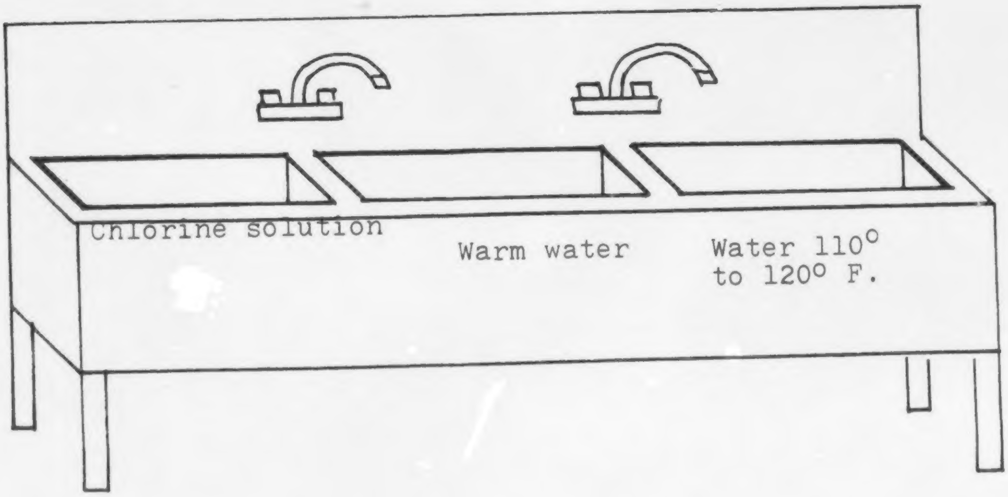
Bowls

Precleaning Bulletin Board


Steps to Clean Dishes
1
DIRTY DISHES
PUT PAPER IN
TRASH CAN
2
3
SCRAPE DISHES INTO GARBAGE DISPOSER
4
RUN GARBAGE DISPOSER
5
RINSE THE DISHES
6
PRESOAK DISHES IF NEEDED
7
STACK DISHES

SINKS AND TEMPERATURES FOR HAND DISHWASHING


Water 170° for 2 minutes in sanitizing solution
Warm water
Water 110° to 120° F.


Chlorine solution
Warm water
Water 110° to 120° F.

Sanitary Methods to Clean Pots and Pans
(Teacher Information Sheet)

1. Get supplies and equipment ready. Get out fiber brush, wire brush, detergent, and sanitizing agent. Use a two- or three-compartment sink. (See p. 197.)
2. Fill first compartment of the sink with hot water (110 - 120 degrees F.)
3. Scrape pots and pans. Soak until time to wash them.
4. Drain first compartment, and fill with hot water (110 - 120 degrees F).
5. Measure the right amount of detergent. (Follow the package directions.) Add detergent to water.
6. Wash all over pots and pans, using a clean fiber brush.
7. Change water if needed to keep it at 110 degrees.
8. Scrub burned pots and pans with a wire brush.
9. Rinse pots and pans in warm water in second sink. Change water often to keep it free of detergent.
10. Sanitize in rinse section if using a two-compartment sink. Hold pots and pans in 170 degrees F. water for 2 minutes.
11. Fill the second compartment of the three-compartment sink with clean hot water to cover pots and pans.
12. Place pots and pans in 170-degree-F. water for 2 minutes to sanitize. Or in 212 degree F. water for 30 seconds.
13. Use chlorine bleach as sanitizing agent, if desired. (Follow directions on bottle.)
14. Pots and pans which are too large to be covered with water in the third compartment, are sanitized by hosing with live steam, or boiling water or by spraying or swabbing with a chlorine solution.
15. Remove pots and pans from hot water.
16. Drain pots and pans. Air-dry on a rack or clean surface. Do not towel dry.
17. Store pots and pans upside-down on shelves, or cover to protect.

SAFETY

Safety Precautions

COMPETENCY: Ability to follow correct safety procedures in the food service laboratory.

SUB-COMPETENCY: Ability to follow correct safety precautions in the food service laboratory.

WORDS TO KNOW:		
	safety	accident
	precautions	unsafe condition

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the importance of safety in the food service facility (C-K)	Listen as your teacher tells you why it is important to observe safety rules in the food service facility. Is it important to use safe procedures in the food service facility? Why is it important to use safe procedures in the food service facility.
List types of accidents that might occur in the food service facility (C-K)	Listen as your teacher tells you types of accidents that might occur in the food service facility.
List factors leading to unsafe conditions in the food service facility that might cause accidents (C-K)	Listen as your teacher lists factors such as carelessness, lack of organization, inappropriate clothing, or broken equipment that might lead to unsafe conditions in the food service facility and cause accidents.
Describe unsafe conditions in a food service facility (C-C)	Look at illustrations or slides of unsafe conditions in a food service facility. (See p. 79.) Explain why the situation in unsafe. [NOTE TO TEACHER: You may wish to make your own slides for this experience.]
Identify safety precautions for the food service employee (C-K)	Listen as your teacher identifies safety rules for the food service employee. (See pp. 80-81.)
Describe safety precautions that can prevent accidents (C-C)	When shown a picture of a specific unsafe condition, or an actual unsafe condition, describe the safety rule to prevent an accident.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	[NOTE TO TEACHER: Set up planned unsafe conditions in the food service laboratory for the students to correct. Use the list of safety rules as a basis for setting up the unsafe conditions.]
Practice safe procedures in the food service facility (P-GR)	With your teacher's help, practice using food service equipment safely.
Use safe procedures in the food service facility (P-M)	Use safe procedures in the food service laboratory.

WORDS TO KNOW
About Safety Precautions
(Teacher Information Sheet)

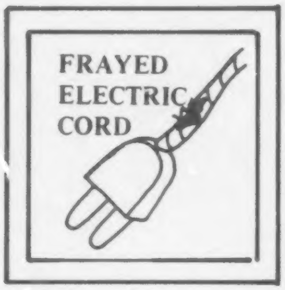
safety - freedom from danger.

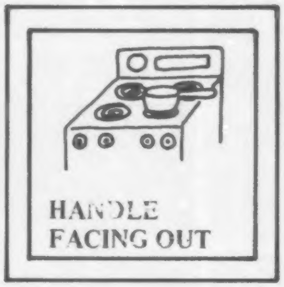
precautions - something done to prevent bad results.

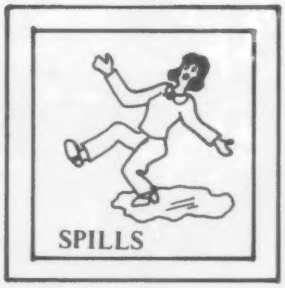
accident - something that happens by chance.

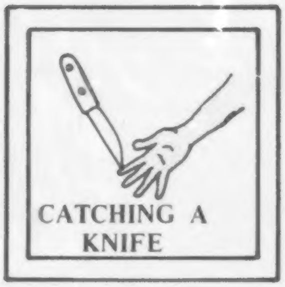
unsafe conditions - something dangerous.

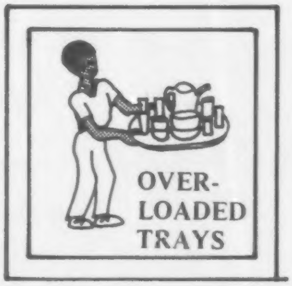
SAFETY HAZARDS

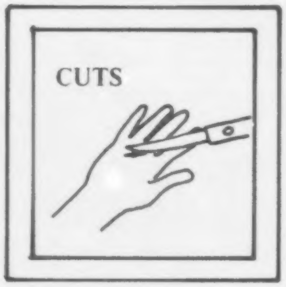

FRAYED ELECTRIC CORD

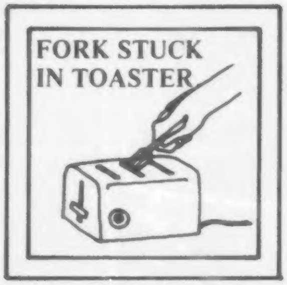

HANDLE FACING OUT

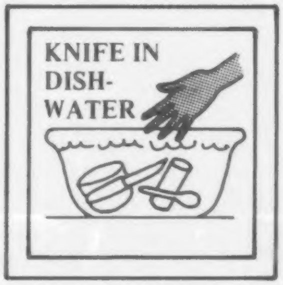


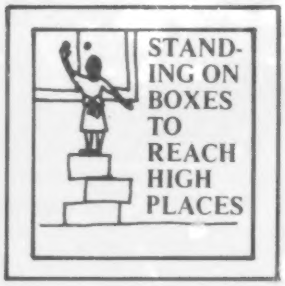

CATCHING A KNIFE


OVER-LOADED TRAYS




FORK STUCK IN TOASTER


KNIFE IN DISH-WATER


STAND-ING ON BOXES TO REACH HIGH PLACES

SAFETY RULES
(Teacher Information Sheet)

1. When handling hot pots and pans, use thick dry pot holders to avoid burns.
2. Make sure that pot holders do not have holes or thin places.
3. Keep pan handles turned inward on the range top.
4. Do not put pan handles over hot burners.
5. When using a hot top range, place the entire pot or pan on the range top.
6. When removing a pot or pan lid, lift side of lid farthest from you first so steam will not burn you.
7. When lighting a match, strike the match away from you so you will not get burned.
8. Make sure a match is completely out before you throw it away.
9. When you light a gas range or oven, light the match and then turn on the gas.
10. Always turn off equipment when you are finished using it.
11. If you notice the smell of gas, report it immediately to your teacher.
12. When you use any piece of equipment, follow the manufacturer's instructions.
13. If you are not sure how to properly operate a piece of equipment, do not try.
14. Handle electrical equipment with dry hands.
15. Never use a broken or worn electrical cord.
16. Do not let cords hang down.
17. Report to your teacher any can openers that do not open cans smoothly, easily, and completely.
18. Throw can tops away promptly to avoid cuts.
19. Never stick a fork or any other metal utensil into a toaster or any other piece of electrical equipment.
20. Always keep equipment clean so it will work right.
21. Store knives separately from other small tools to avoid cuts.
22. Wash and dry knives separately from other utensils.
23. To avoid cuts, do not place knives or scissors into a sink of water.

24. If you drop a knife, let it fall. Move your feet. Never try to catch a falling knife.

25. Always cut on a cutting board.

26. Use extra care when cutting very hard or frozen products.

27. Use a sturdy step stool when reaching for items in high places.

28. Keep the floor clean and dry to avoid falls.

29. Wipe up or cover spills immediately.

30. Promptly and carefully clean up any broken glass.

31. Keep work areas neat to avoid accidents.

32. Don't try to carry too much at one time.

33. When lifting, avoid putting all the weight and pressure on your back.

34. Avoid wearing clothing that will get in your way when you work.

SAFETY

Fire and Fire Safety

COMPETENCY: Ability to follow correct safety procedures in the commercial food service laboratory.

SUB-COMPETENCY: Ability to follow correct fire safety procedures in the commercial food service laboratory.

WORDS TO KNOW:
safety
fire
grease
grease fire
electrical fire
fire extinguisher
electrical cord
electrical plug
electrical outlet
fire blanket
smother
fire exit
burning
trash

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define fire (C-K)	Listen as your teacher defines fire. What is fire? What happens if you touch fire? Paste pictures on a poster to show different kinds of fires. [NOTE TO TEACHER: Provide magazines and newspapers for the students to use in the collage. The collage can include any situations involving fire.] Watch as your teacher lights a match. What do you see? What is the flame doing?
List the three kinds of fires (C-K)	Listen to a fire fighter talk about the three kinds of fires: paper and rubbish, oil or grease, and electrical. Which of these types of fires might occur in a food service establishment?
Identify sources of a grease fire (C-K)	Look at various types of grease found in a commercial kitchen. Listen as your teacher tells you how this grease might catch on fire.
Identify sources of an electrical fire (C-K)	Using a floor plan of the food service laboratory, go through the laboratory to find equipment that uses electricity. If the equipment uses electricity mark

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	that place on the floor plan with a blue marker. Using a red marker, show where the electrical cord is and where it is connected to the outlet.
	Watch as your teacher demonstrates the correct procedure for removing an electrical plug from an outlet.
	Watch and listen as your teacher shows and tells you how an electrical cord can be frayed, cut, or loosened through misuse.
	From a group of electrical cords, choose cords which should not be used.
Describe the correct procedure for removing an electrical plug from an outlet (C-C)	Take turns describing for your classmates the safe and correct way to remove an electrical plug from an outlet.
Remove an electrical plug from an outlet (P-M)	Under your teacher's supervision, practice correctly removing an electrical plug from an outlet. Practice until you can correctly unplug a cord without help.
Describe the dangers of fire (C-C)	Go outside to view a fire department demonstration of the burning of paper and trash. [NOTE TO TEACHER: Arrange with your local fire department to demonstrate fire safety.] What happened when the paper and trash were set on fire? Did the paper and trash burn quickly?
List situations that could cause fires (C-K)	Listen as your teacher lists types of situations that might cause fires. Could carelessness cause a fire? How? What types of items in the food service laboratory might catch on fire?
Identify safe and unsafe clothing for a commercial food service employee (C-K)	Listen as your teacher explains types of clothing that would be safe and types of clothing that would be unsafe for food service employees.
Give examples of safe and unsafe clothing for a commercial food service employee (C-C)	Each student will choose a garment from the clothes box. Tell your classmates if the garment you selected is safe or unsafe for wearing to work in a food service establishment. If the garment is unsafe, is there any way you could change it to make it safe? [NOTE

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	TO TEACHER: The "clothes box" should include men's and women's clothing that would be fire hazards. You might get the clothes from a thrift store or a rummage sale as well as from your family and friends.]
Identify the commercial fire extinguisher (C-K)	Listen and watch as your teacher names and shows you the fire extinguisher in the laboratory.
Locate the fire extinguisher (P-S)	With your teacher's help, find the fire extinguisher in the laboratory.
Describe the commercial fire extinguisher (C-C)	Take turns describing the fire extinguisher for the rest of the class. How would you describe the commercial fire extinguisher?
Practice using the commercial fire extinguisher (P-GR)	With your teacher's help, practice using the commercial fire extinguisher. [NOTE TO TEACHER: Take the fire extinguisher out of doors to demonstrate its use. The most important thing is that then students understand what happens when the fire extinguisher is in use. If possible, let each student actually hold and use the fire extinguisher.]
Locate the fire exits (P-S)	With your teacher's help, locate the fire exits in the laboratory.
	Your teacher will place a large red paper circle to represent a fire in the laboratory. Which exit should you use if the fire was actually in the place represented by the circle?
Identify ways to extinguish fires without a commercial fire extinguisher (C-K)	Listen as your teacher tells you of ways to put out fires without a commercial fire extinguisher.
	View a demonstration on the use of soda and salt to extinguish grease fires. Where are containers of soda and salt kept?
	Watch as your teacher shows how to smother a fire by using a fire blanket or by putting a lid on a grease fire. When should each way of smothering be used?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe ways to extinguish fires without a commercial fire extinguisher (C-C)	Take turns describing ways to smother fires. Take turns describing use of soda and salt to put out grease fires.
Practice fire safety procedures (P-GR)	Under your teacher's supervision, have a pretend fire situation. Is the fire small enough that you could put it out? Which method of putting out the fire should be used? Is it necessary to leave the building? If it is necessary to leave the building, which fire exits should be used? [NOTE TO TEACHER: Practice a variety of pretend situations that require different methods of extinguishing fires. A large red paper dot may be used to represent the fires so that the use of correct fire exits can be practiced. Increase pressure on students gradually until they can react quickly yet remain calm. As students improve, have "surprise" drills to keep them in practice. The most important thing for the VEH students to do is to remain calm and inform the manager or supervisor of the fire situation.]
Use correct fire safety procedures (P-M)	Take part in surprise fire drills throughout the year. Follow the correct procedures for putting out pretend fires, evacuating customers, calling for help, etc.

WORDS TO KNOW
About Fire and Fire Safety
(Teacher Information Sheet)

safety - freedom from danger.

fire - the light, heat, and flame made by burning.

grease - an oily substance.

grease fire - the flaming and burning of fat or oil.

electrical fire - the flaming and burning caused by sparks from a broken cord or plug.

fire extinguisher - something like a metal container filled with chemicals that is used to put out a fire.

electrical cord - a small covered wire used to connect electrical equipment with an outlet.

electrical plug - the pronged end of the electrical cord that is pushed into an electrical outlet.

electrical outlet - a device into which the prongs of an electrical plug are pushed. Electrical outlets are usually found in the wall.

fire blanket - a heavy blanket used to cover a person whose clothing catches on fire. Any blanket will do in an emergency.

smother - covering fire with an object such as a blanket or lid to stop a fire from getting air.

fire exit - the door you go out in case of fire.

burning - fire.

trash - unwanted papers, plastic, glass, and metal objects.

SAFETY

Emergency Procedures

COMPETENCY: Ability to follow correct safety procedures in the commercial food service laboratory.

SUB-COMPETENCY: Ability to follow correct emergency procedures in the commercial food service laboratory.

WORDS TO KNOW:
emergency
choking
first aid
accident

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify emergencies that might occur in the commercial food service facility (C-K)	Listen as your teacher identifies emergencies that might occur in the commercial food service facility such as: falls, burns, cuts, choking, and natural disasters.
Identify procedures for handling specific emergencies (C-K)	Listen as a person certified in First Aid explains simple first aid procedures. (See pp. 90-92.) Listen as your teacher tells you how to make emergency phone calls. What information should be given to the fire department in case of a fire? Listen as your teacher tells you the correct ways to handle different weather emergencies. [NOTE TO TEACHER: Information about weather emergencies such as tornadoes and hurricanes should be given as it applies to your specific area.]
Describe procedures for handling specific emergencies (C-C)	Each student or group of students will be given a pretend emergency situation. Describe for the rest of the class the correct way to handle that emergency. Possible emergency situations include: a person choking, a cut that is bleeding badly, an out-of-control fire in the VEH laboratory, a tornado warning, a hurricane warning, and a person who is unconscious. [NOTE TO TEACHER: This experience may be continued randomly throughout the year to refresh the students' memories.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice procedures for handling specific emergencies (P-GR)	Your teacher will tape record as you practice (on a toy telephone) making calls to the fire department. Listen to the tape. Did you give all the needed information? With the help of a person certified in First Aid, practice giving simple first aid. (See pp. 90-92.) Practice the correct ways to handle weather emergencies that might occur in your area.
Use proper procedures for handling emergencies (P-M)	Handling any emergencies in the food service laboratory correctly.

WORDS TO KNOW
About Emergency Procedures
(Teacher Information Sheet)

emergency - an unexpected event calling for quick action.

choking - having the windpipe stopped entirely or partly.

first aid - care given to an ill or injured person before regular medical aid can be obtained.

accident - something bad that happens by chance.

SIMPLE FIRST AID
(Teacher Information Sheet)

In Case of an Accident or Illness:

Do not leave the person who has had the accident alone. Call to your teacher or boss for help. Your teacher or boss can help you decide what type of help or treatment will be best. It might be necessary for one of you to call for a doctor or an ambulance. First aid is the care given to an ill or injured person before regular medical aid can be obtained.

To Restore Breathing:

1. Remove any foreign matter (such as food, gum, dirt, or pebbles) from the victim's mouth.
2. Tilt the victim's head back.
3. Pinch the victim's nose between your thumb and finger to shut the nose.
4. Tightly cover the victim's mouth with your mouth and blow into the victim's mouth. Keep blowing until you see the victim's chest rise.
5. Take your mouth away and listen for the victim to breathe out.
6. Watch to see that the chest lowers.
7. Repeat Steps 4 and 5 until the person starts breathing alone or help arrives.

To Stop Heavy Bleeding:

Cover the cut with a clean cloth or bandage and press hard. If blood soaks through, add more cloths or bandages and press even harder. Keep this up until help arrives.

To Treat Burns:

First-degree burns are caused by slight sunburn, light contact with hot objects, or scalding by hot water or steam. The skin is slightly red and there is slight swelling and pain.
Treatment: Apply cold water or put the burned area in cold water. You may apply a dry dressing if it is needed.

Second-degree burns are caused by deep sunburn, contact with hot liquids, and flash burns from gasoline, kerosene, and similar products. They are deeper than first degree burns. The skin is more red, and blisters may develop. The swelling may also be greater and last longer.
Treatment: Place the burned area in cold water (not ice water) until the pain is lessened. Apply clean cloths that have been soaked in ice water and wrung out. Blot the area dry. Apply a clean dry bandage. Don't break blisters or use any type of antiseptic (substance that kills germs.)

Third-degree burns are caused by contact with flames, immersion in hot water, or prolonged contact with hot objects. There is deep tissue damage along with a white or charred appearance.
Treatment: Arrange for trained medical attention as soon as you can. Do not apply any water or ice to the area. Do not apply any type of burn medication. Cover the burns with thick bandages.

To Treat Shock:

A bad injury may cause a person to go into shock. The symptoms of shock are:

1. pale or bluish skin
2. moist and clammy skin
3. weakness
4. rapid pulse
5. irregular breathing.

Treatment: Keep the victim warm and dry. Stay with the victim until medical help arrives.

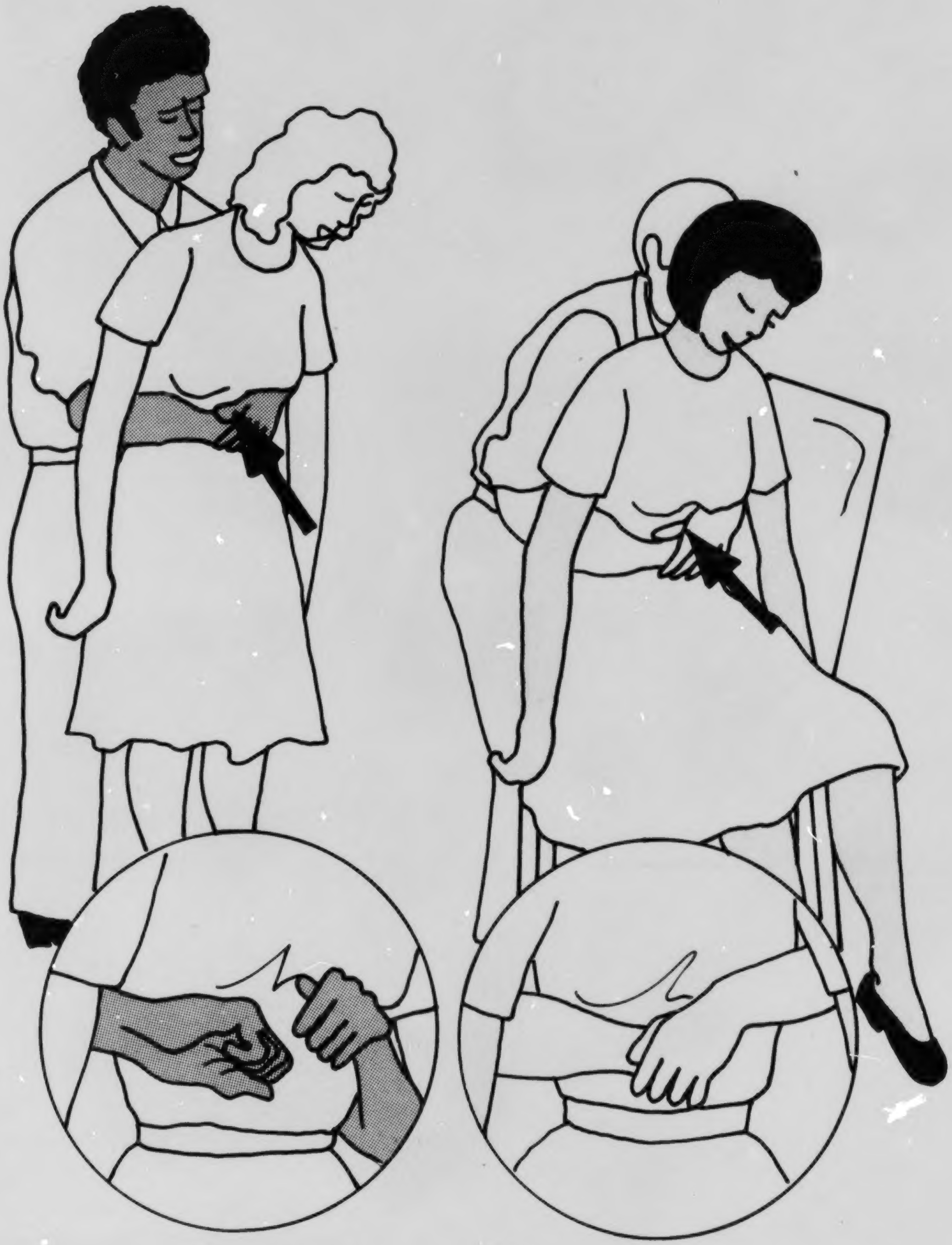
To Treat Choking:

[NOTE: To tell whether a person is choking or having a heart attack, ask the victim a question. The choking victim cannot answer, the heart attack victim can. DO NOT USE THIS PROCEDURE ON HEART ATTACK VICTIM.] Stand behind the victim and put your arms around the victim's waist. Place the thumbside of your fist on the victim's abdomen between the navel and the breastbone. Place your other hand on your fist and press hard with an upward thrust. Repeat if needed. This will make the victim cough out the item he/she is choking on. (See p. 92 for picture.)

To Treat Falls:

There are many causes and results of falls. Therefore, if a person falls and is severly injured, keep the person warm and dry until medical help arrives. Do not move the victim.

Procedure for Treating Choking



FOOD STORAGE

Pantry Storage

COMPETENCY: Ability to follow correct storage procedures in the commercial food service laboratory.

SUB-COMPETENCY: Ability to follow correct pantry storage procedures in the commercial food service laboratory.

WORDS TO KNOW: pantry
first in-first out (FI-FO) system

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify procedures for storing specific foods in the pantry (C-K)	Watch your teacher prepare foods to be stored in the pantry and then store these foods in the pantry. Are foods stored in airtight containers and wrapping? Are foods stored on labeled or coded shelves?
Identify foods to be stored in the pantry (C-K)	Watch and listen as your teacher shows and tells you the types of foods to be stored in the pantry. Given empty food boxes and pictures of foods, identify the foods that can be stored in the pantry.
Give examples of foods to be stored in the pantry (C-C)	Sit in a circle. Go around the circle with each student naming a food that can be stored in the pantry. Keep naming food items for as long as you can. With your teacher's help, cut out small magazine pictures of pantry foods. Glue or tape these pictures on the edges of pantry shelves along with the word of the food in the picture. Use these pictures as a guide to pantry storage.
Practice storing food in the panty (P-GR)	Play the "Grocery Bag" game. Divide into two teams. Each team will be given a grocery bag filled with empty containers and food pictures. Each team will sort out any items that do not belong in the pantry and set them

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	aside. Next, they will correctly store all pantry foods. [NOTE TO TEACHER: One person may store the food as the team members call out instructions.] Trade bags and repeat the game as many times as you wish.
	With your teacher's help, actually store items delivered by a produce company or wholesale food distributor. [NOTE TO TEACHER: This might also include rewrapping some items or putting them in different containers.]
Identify procedures for caring for and cleaning the pantry (C-K)	Listen as your teacher tells you the types of cleaning and care that the pantry should be given.
Identify the first in-first out system (C-K)	Listen as your teacher tells you about the first in-first out (FI-FO) system. What is the FI-FO system? Why is the FI-FO system used in the pantry?
Describe the procedures for caring for and cleaning the pantry (C-C)	Describe for your class the steps in caring for and cleaning the pantry in the laboratory. Why is it important for the pantry to be clean? Why is it important for the pantry to be in order? Why should the first in-first out system be used? How should the pantry be cleaned? Should you be careful not to get cleaning agents into the food in the pantry? Why is prompt storage important? Why should you report any signs of rodents (rats or mice) or insects? Why should you tell your teacher when only a few containers of a food are left? How should you report low stock levels?
Practice cleaning and caring for the pantry (P-GR)	With your teacher's help, clean the pantry and put the pantry items back in order.
Use the pantry correctly for storing food (P-M)	Store food in the pantry as needed. Clean the pantry as it is needed.

WORDS TO KNOW
About Pantry Storage
(Teacher Information Sheet)

pantry - a room where food is kept.

first in-first out (FI-FO) system - a system of food storage in which the oldest products are used first. In the pantry, place older items nearer the front of the shelves than newer items. Do not push the older items back to make room for the new items.

FOOD STORAGE

Refrigerator and Freezer Storage

COMPETENCY: Ability to follow correct storage procedures in the commercial food service laboratory.

SUB-COMPETENCIES: Ability to follow correct refrigerator storage procedures in the commercial food service laboratory.

Ability to follow correct freezer storage procedures in the food service laboratory.

Ability to care for cold storage equipment.

WORDS TO KNOW:

- refrigerator
- freezer
- freeze
- spoil
- odor
- container
- label
- unplug
- shelves
- temperature

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define "refrigerator" (C-K)	Listen as your teacher defines "refrigerator." Examine the refrigerator in the laboratory. How does the inside feel? Is the refrigerator colder than you are?
Explain the purposes of refrigerating food (C-C)	With your teacher's help, do the following experiments: (1) Put a small amount of milk in each of two air tight containers. Place one container in the refrigerator and leave one out. (2) Cut two equal wedges of lettuce. Cover each wedge with a damp paper towel. Place one wedge in the refrigerator and leave one out. (3) Divide four ounces of ground meat into two patties. Place one patty in the refrigerator and leave one out. The next day remove the milk, lettuce, and meat patty from the refrigerator. Compare these to the foods that were not refrigerated. Are there any differences between the refrigerated foods? Are the two meat samples different colors? Do the two milk samples smell alike or different? Is the

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	unrefrigerated lettuce as crisp as the refrigerated lettuce? What are some of the reasons for refrigerating foods?
List foods that should be stored in the refrigerator (C-K)	Listen as your teacher lists foods that should be stored in the refrigerator. As you teacher names a food item decide if it should or should not be placed in the refrigerator. Are there some foods that either may or may not be refrigerated?
Give examples of foods that should be stored in the refrigerator (C-C)	Using magazines, cut out pictures of food items that should be placed in the refrigerator. Glue your pictures on cards or typing paper. As your teacher holds up the pictures of food, decide whether or not you were correct in saying that the food should be refrigerated.
List procedures for storing foods in the refrigerator (C-K)	Listen as your teacher tells you how to wrap or cover food to be put in the refrigerator.
Describe procedures for storing foods in the refrigerator (C-C)	Taste the fudge as the teacher passes it around. How does the fudge taste? How could the onion taste get in the fudge without chopped onion being put in the fudge? How could the onion taste have been kept out of the fudge? Was the fudge dried out any? [NOTE TO TEACHER: Make a small batch of fudge the day before this experience occurs. Place a large onion which has been cut in half and left uncovered next to the uncovered fudge in the refrigerator.] Read or listen as your teacher reads a story about Betty Brown, a food service employee. (See p. 101.)
Practice storing food in the refrigerator (P-GR)	Unpack and store one delivery of groceries. [NOTE TO TEACHER: The same delivery may be used by all students.] After preparing and serving a meal, store the leftovers correctly.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define "freezer" (C-K)	Listen as your teacher defines "freezer."
	Look at the freezer in the laboratory. How does it look? How does the inside feel? Is the inside of the freezer colder than the inside of the refrigerator?
Explain the purpose of freezing food (C-C)	With your teacher's help, perform the following experiments: (1) Scoop out two equal portions of ice cream. Place one in the refrigerator and one in the freezer. (2) Get two equal ice cubes. Put one in the refrigerator in a bowl and the other one in the freezer in a bowl. After one hour has passed, look at the experiments. Are there differences between the frozen and refrigerated items? Which ice cream would you want to eat? Why did you select the ice cream that you did? Which ice cube would you rather use to chill a drink? Why did you select that ice cube? Why is food frozen? Does food keep fresh longer being frozen than it would in the refrigerator?
List foods that should be stored in the freezer for long term storage (C-K)	Listen as your teacher names foods that should be stored in the freezer.
	As your teacher holds up pictures of foods, decide if these foods could or should not be frozen.
Give examples of foods that should be stored in the freezer for long term storage (C-C)	Cut pictures out of magazines of foods that should be stored in the freezer for long term storage. Name foods that should always be frozen until used or served.
List procedures for storing foods in the freezer (C-K)	Listen as your teacher lists steps for storing foods in the freezer.
Describe procedures for storing foods in the freezer (C-C)	Sit in a circle. Each student will be given a card with a picture of food on it. Take turns describing for the class the way to prepare that food for freezer storage. Is the clear plastic wrapping that meats are wrapped in the grocery store good enough to freeze the food in? Name foods that are okay to freeze in

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	the boxes or wrappings that they come from the grocery store in. Does the length of time you plan to freeze a food have an effect on the wrapping or container you freeze it in? Are there different ways of preparing each food item for the freezer?
Practice storing food in the freezer (P-GR)	With your teacher's help, prepare food for the freezer by wrapping it or placing it in containers.
Identify the correct temperature for the freezer (C-K)	Watch as your teacher shows you the thermometer in the freezer. What is the temperature of the freezer? Why is the freezer kept this temperature? What should you do if you see that the freezer is a different temperature?
Practice reading a thermometer (P-GR)	Look at the cardboard thermometer your teacher shows you. Is the temperature correct for the freezer?
	With your teacher's help, check the temperature of the freezer.
Check the temperature of the freezer without being told (P-M)	Check the temperature of the freezer each time you open it. If it is not the right temperature, tell you teacher.
Identify procedures for cleaning the refrigerator and the freezer (C-K)	Watch your teacher clean the refrigerator and freezer. Listen as your teacher tells you the steps in cleaning the refrigerator and the freezer.
	Given shuffled flash cards on cleaning the freezer or refrigerator, arrange them in the correct order. (See pp. 102-103.)
Describe procedures for cleaning the refrigerator and the freezer (C-C)	Given a flash card with a step in cleaning the refrigerator or freezer on it, tell what is happening in the picture. Why is that step important?
Practice procedures for cleaning the refrigerator and freezer (P-GR)	Under the supervision of your teacher, clean the refrigerator and the freezer.
Correctly and safely use and care for the refrigerator and the freezer (P-M)	Correctly and safely use the refrigerator and freezer in the laboratory.
	Clean the refrigerator and freezer in the laboratory as it is necessary.

WORDS TO KNOW
About Refrigerator and Freezer Storage
(Teacher Information Sheet)

refrigerator - a box that keeps food cool.

freezer - a box that freezes food and keeps it frozen.

freeze - to harden into ice or a similar solid by loss of heat.

spoil - to lose freshness.

odor - a smell.

container - something used to hold other things.

label - a slip of paper attached to something and giving information about it.

unplug - to remove an electrical plug from an outlet.

shelves - racks.

temperature - how hot or cold something is.

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BETTY BROWN
A Food Service Employee

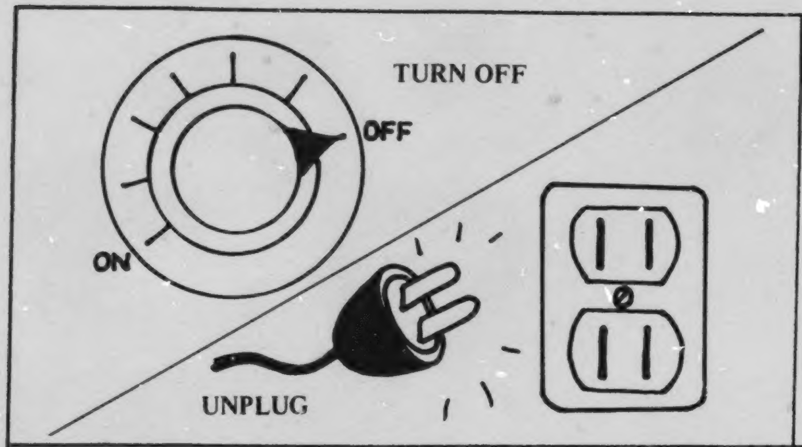
Betty Brown was a new employee at Kookie Klyde's Cafe. She told her boss that she didn't need any training because she knew how to do everything. He put her right to work. Her first job was chopping onions. When she finished, she put them all in a big bowl with no cover. She stored them in the refrigerator on the top shelf. Next Betty was to make the dessert, which was chocolate pudding with whip cream. When she finished dishing the pudding into dessert cups, she slid the big tray with 50 uncovered puddings onto the second shelf of the refrigerator just under the big bowl of onions.

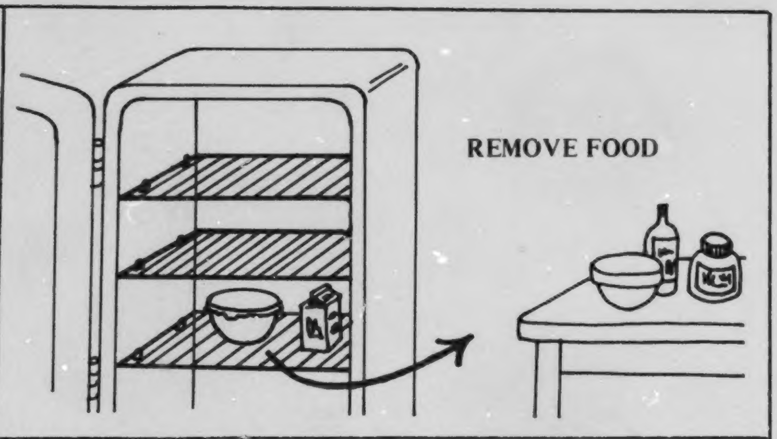
The refrigerator was getting full. In came the delivery man. Betty had never seen so much food! Where would it all go? Thirty minutes later all of the food was put away. That is, all but one big heavy case of butter. Ah! Betty knew this would fit up on the top shelf of the refrigerator right next to the onions. As Betty tried to push the heavy case of butter up to the top shelf, the big bowl of onions tipped over. Who would like to finish the story?

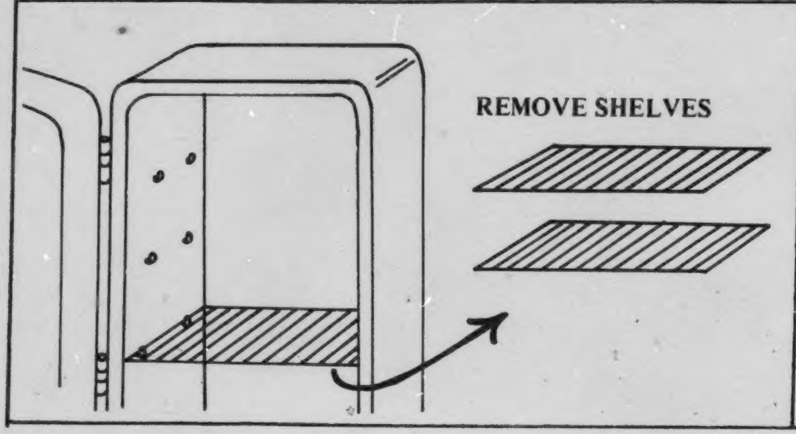
[NOTE TO TEACHER: Discuss what happened and how it might have been prevented.]

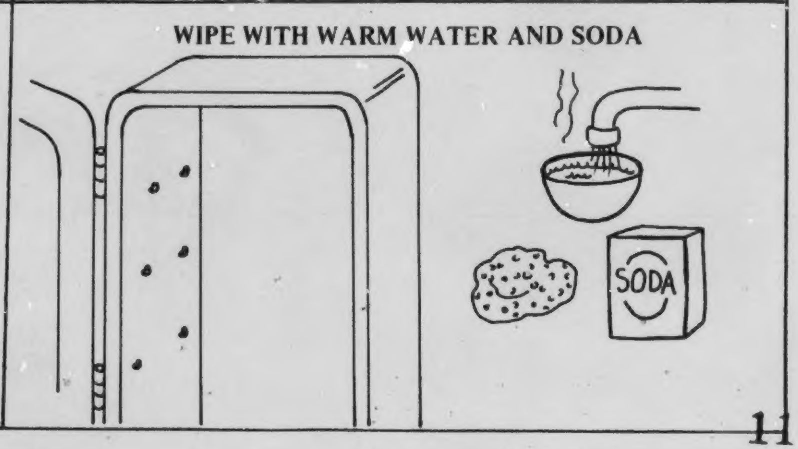
CLEANING THE REFRIGERATOR OR FREEZER

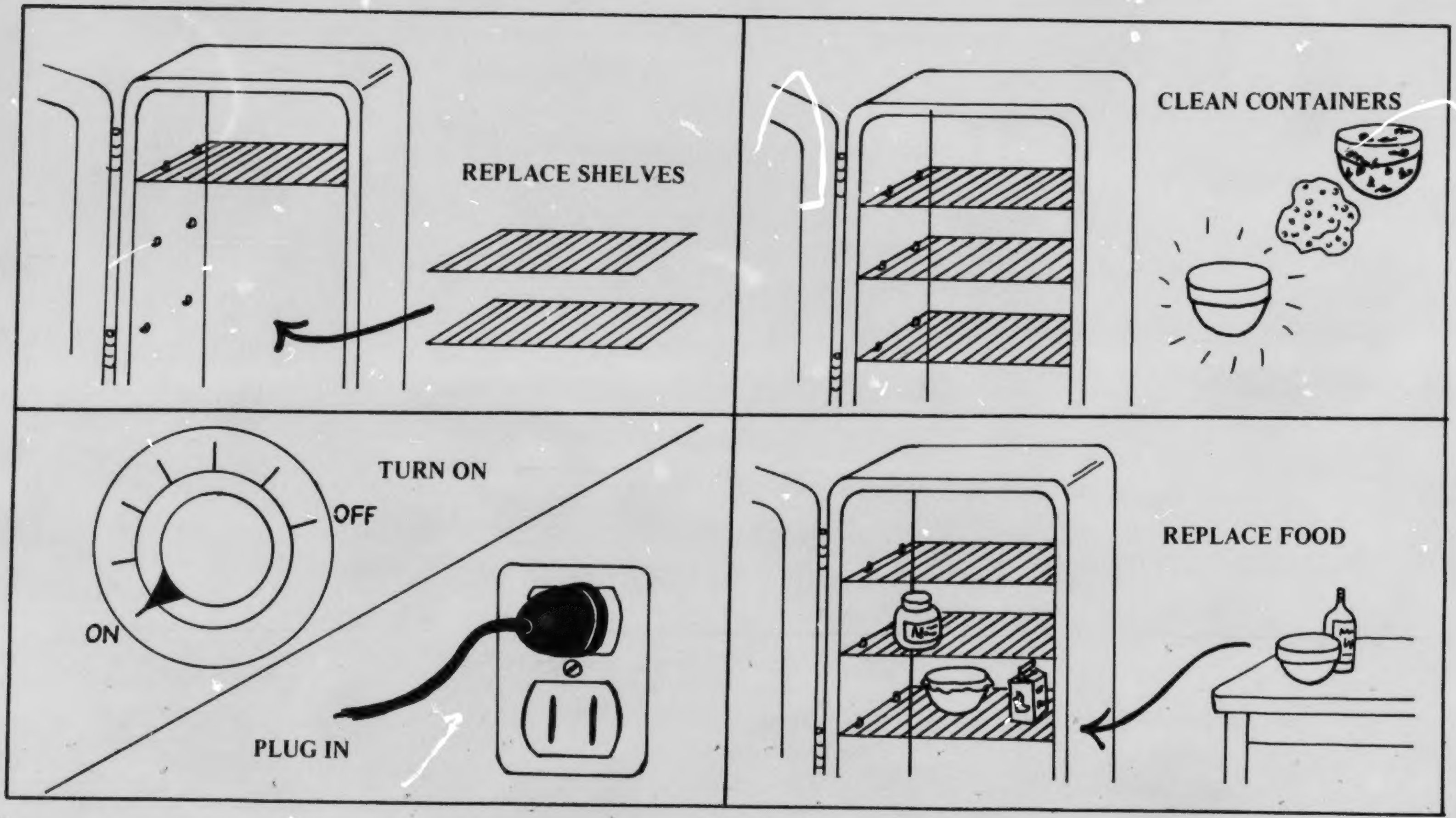
Flash Cards


TURN OFF
OFF
ON
UNPLUG


REMOVE FOOD


REMOVE SHELVES


WIPE WITH WARM WATER AND SODA
SODA


REPLACE SHELVES
CLEAN CONTAINERS
TURN ON
OFF
ON
PLUG IN
REPLACE FOOD

SMALL EQUIPMENT

Hand Utensils

COMPETENCY: Ability to follow the correct procedures for the safe use and care of small commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for hand utensils.

WORDS TO KNOW:

kitchen shears
can and bottle opener
peeler
vegetable brush
egg slicer
rotary beater
wire wisk beater
colander
flour sieve
funnel
mixing bowls
mixing spoons (solid, perforated, or slotted)
bowl scraper
pastry board
pastry brush
pastry scraper
pastry wheel
rolling pin
gelatin mold
food tongs
spatula
hamburger turner
egg turner
ladle
scoop
shaker
thermometers (candy, meat, griddle, oven, refrigerator, or instant reading)
timer
cooling rack

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	[NOTE TO TEACHER: The process of learning activities written for hand utensils should be used only with a small group of utensils at a time. After all the steps have been completed with one group of utensils, choose another group and repeat the same steps previously taught. This enables the VEH student to grasp the knowledge given about each utensil with less difficulty.]
Identify hand utensils used in food service (C-K)	View hand utensils as your teacher holds each one up. Repeat outloud the name of each utensil. Point to the hand utensil named among the utensils on the table as your teacher names each one.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Divide into two teams. As your teacher holds up a flash card, take turns naming the hand utensil pictured on the card. Each team receives one point for every correct answer they give. Game can be stopped at any time, with the winner being the team with the most points.
State the proper location for each hand utensil (C-K)	Watch as your teacher shows you where each hand utensil is located.
	Name outloud the location of each hand utensil as your teacher calls them out one by one.
	Draw a card from the cards provided by your teacher. The picture of a hand utensil will be on each card. After choosing a card find that utensil in the laboratory, hold it up, and name it to the class.
Name the correct procedure for using each hand utensil (C-K)	Watch as your teacher shows the correct steps for using each hand utensil. [NOTE TO TEACHER: See pp. 109-110 for questions that could be asked at this time.]
	Divide into groups of four. Your teacher will give each group several utensils. Take turns telling each other the correct steps for using each of the hand utensils given to your group. Check each other on accuracy.
Describe the correct use of hand utensils (C-C)	Choose a hand utensil from the assortment on the laboratory table. Name the utensil and explain in your own words how to use it correctly.
State hand utensils used for specific tasks (C-K)	View a flipchart of each hand utensil and listen as your teacher describes tasks that each one would be used for. [NOTE TO TEACHER: See pp. 111-112 for illustrations of hand utensils.]
	As your teacher holds up a utensil tell what task it would be used for.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Choose a specific task from the list your teacher has written on the chalkboard. Tell the class what task you have chosen and what hand utensil you would use to perform the task.
Practice using hand utensils correctly (P-GR)	Choose a hand utensil and give a mock demonstration for the class on how to use it correctly. Your classmates will give suggestions for improvements.
	Divide into groups of two. Select one of the tasks from the list your teacher has written on the chalkboard. Choose the hand utensil you will need and perform the task, under your teacher's supervision, using the hand utensil correctly. [NOTE TO TEACHER: Tasks written on the chalkboard should be limited to approximately four different tasks so you will be able to supervise the laboratory efficiently. Coordinate tasks so that a recipe can easily be prepared from the tasks the students have learned to perform.]
Use hand utensils correctly (P-M)	Choose and correctly use hand utensils in performing various food preparation tasks in the food service laboratory.

WORDS TO KNOW
About Hand Utensils
(Teacher Information Sheet)

kitchen shears - scissors used in the kitchen to cut food items, divide poultry parts, and trim vegetables.

can and bottle opener - a tool used to remove the tops from cans and bottles.

peeler - a tool used to remove the skin from vegetables like potatoes, apples, pears, and peaches. It is also used to shred cabbage, string celery, and make curls from chocolate, cheese, or carrots.

vegetable brush - a tool made of bristles used to clean vagetables such as potatoes and carrots.

egg slicer - a device with several thin wires used to slice eggs.

rotary beater - a tool which mixes ingredients together.

wire wisk beater -a tool made of wire used to stir and whip ingredients. This type of beater puts air into the ingredients.

colander - a bowl-like container with holes used to drain foods.

flour sieve - a container with a mesh bottom which separates lumps out of flour and other powdered foods.

funnel - a tool shaped like a cone used to catch liquid and direct it from one container to another. The funnel should be the right size for the food and the container.

mixing bowls - containers used to hold ingredients while they are mixed.

mixing spoons - spoons used to stir ingredients. Mixing spoons can be made of wood or metal. They can be solid, perforated, or slotted.

bowl scraper - a tool with a wooden or plastic handle and molded rubber attached at one end. It is used to fold and blend ingredients. It is also used to remove foods from bowls.

pastry board - a flat board, usually made of wood, on which pastry dough is placed for rolling.

pastry brush - a tool made of bristles used to smooth liquids or fats such as sauce or butter on to pastry dough or other foods.

pastry scraper - a tool with a wooden handle and thin metal blade used to scrape flour and dough from the pastry board.

pastry wheel - a tool used to cut rolled pastry dough into the shape needed.

rolling pin - a long round tool used to roll out dough.

gelatin mold - hollow pans used to shape gelatin.

food tongs - a tool used to handle foods like ice cubes and rolls or to lift and turn meats and vegetables.

spatula - a bendable knife-like tool. It is used to spread soft foods like icing or butter. It is also used to level ingredients in measuring spoons or cups. Spatulas come in both broad and narrow blades.

hamburger turner - a tool with a flat wide slotted blade used to turn hamburgers and meats.

egg turner - a tool with a flat, solid, blade. It is used to turn eggs, pancakes, and other foods.

ladle - a cuplike spoon with a long handle. It is used to portion liquids such as gravies, salad dressings, soups, and salads. Ladles come in many sizes.

scoop - a tool used to divide food into round portions. Scoops come in various sizes. A number on the scoop tells its size.

shaker - a seasoning container with holes in the top. It is used to sprinkle seasonings on food.

candy thermometer - a tool used to measure the temperature of the candy while it is cooking.

meat thermometer - a tool used in the oven to measure the temperature of meats and poultry.

griddle thermometer - a tool used to measure the temperature of the griddle.

oven thermometer - a tool used to measure the temperature of the oven.

refrigerator thermometer - a tool used to measure the temperature of the refrigerator.

instant reading thermometer - a tool used to quickly measure the temperature of food.

timer - a tool which rings after a set amount of time passes.

cooling rack - a raised wire surface where cakes, pies, and other foods are placed to cool.

QUESTIONS
For Hand Utensils
(Teacher Information Sheet)

1. kitchen shears:- Why is it important to keep the kitchen shears sharp? What items should not be cut with kitchen shears?

2. rotary beater: What is a rotary beater used for? How do you operate a rotary beater? Why are two hands needed to operate a rotary beater?

3. wire wisk beater: When would you especially want to use the wire wisk beater? How do you use the wire wisk beater? Why is it important to clean the wire wisk beater well after each use?

4. colander: What is a colander used for? Why is it important to clean the colander well after each use?

5. flour sieve: What is a flour sieve used for? How does a flour sieve work?

6. mixing spoons: Why do some spoons have holes in them? What are several uses for spoons in food preparation?

7. bowl scraper: What is a bowl scraper? Why should the mixer be turned off before scraping the side of the bowl?

8. pastry board: Why is it important to use a pastry board when rolling out pastry dough?

9. pastry brush: Why is it important to clean the pastry brush well after each use?

10. pastry scraper: What is a pastry scraper used for?

11. pastry wheel: Why wouldn't a knife be as good to use on pastry dough as a pastry wheel?

12. rolling pin: How do you use a rolling pin? Do you use both hands in operating a rolling pin? How is a rolling pin shaped? Why is it important to flour the rolling pin before using it?

13. gelatin mold: How do you take gelatin from its mold?

14. food tongs: What are some tasks that can be performed with food tongs?

15. ladle: When do you use a ladle instead of a spoon?

16. candy thermometer: Why is it important to use a candy thermometer when cooking candy?

17. griddle thermometer: What difference does the temperature of the griddle make when cooking waffles?

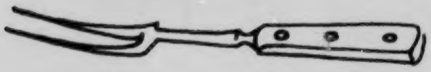
18. refrigerator thermometer: Why should the refrigerator always be set to the temperature directed? What happens to temperature when door is opened?

19. timer: How can a timer be helpful when cooking? When do you start the timer?

20. cooling racks: Why is it important to set hot cakes and pies just out of the oven on cooling racks?

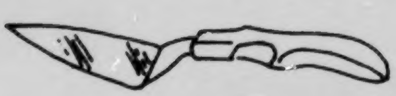
HAND UTENSILS
(Teacher Information Sheet)

COOK'S, UTILITY, OR KITCHEN FORK



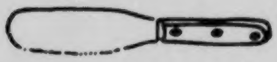
Turning and handling roasts; holding meats while slicing

PIE KNIFE OR SERVER



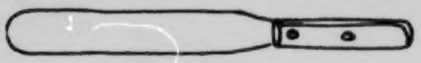
Removing pieces of pie from pan

SANDWICH SPREADER



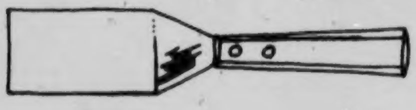
Spreading fillings on sandwiches

SPATULA



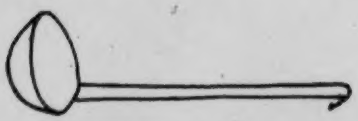
Leveling ingredients in measuring spoons or cups; spreading large areas of foods

HAMBURGER TURNER



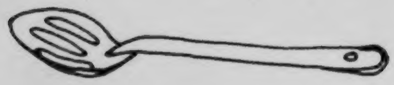
Turning hamburgers or other meat patties

LADLES



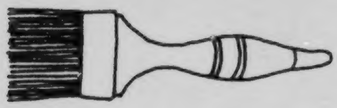
Serving liquids such as gravies, salad dressings, soups, and sauces

PIERCED OR SLOTTED SPOON



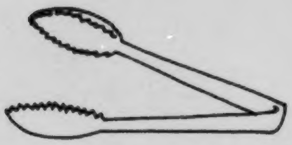
Serving foods which need to be drained

PASTRY BRUSH



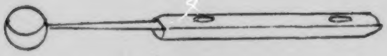
Spreading melted butter or sauce on foods

POM TONGS



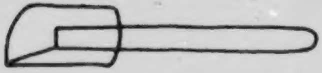
Handling foods like ice cubes and rolls without touching them with your hands; lifting and turning meats and vegetables

MELON BALL SCOOP



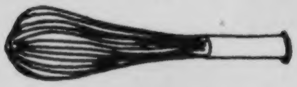
Cutting fruits and vegetables into small balls

SCRAPER



Folding and blending ingredients; scraping dishes, bowls, and plates

WIRE WISK



Stirring and whipping ingredients; beating air into ingredients (works better than rotary beater or mixer)

SMALL EQUIPMENT

Knives

COMPETENCY: Ability to follow the correct procedures for the safe use and care of small commercial food service equipment.

SUB-COMPETENCY: Ability to use and care for knives following correct and safe procedures.

WORDS TO KNOW:

- handle
- blade
- point
- sharp
- edge
- cut
- chop
- slice
- dice
- mince
- core
- disjoint
- bread knife
- paring knife
- boning knife
- French knife
- slicing knife
- electric knife

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify a knife (C-K)	Listen to your teacher describe a knife. What is a knife? Why do we use a knife? When is a knife needed? Why should we be careful when using a knife? Choose a knife from the kitchen tools scattered on the table. [NOTE TO TEACHER: The tools could include a spatula, fork, spoon, egg turner, and beater.]
Describe a knife (C-C)	Explain what a knife is in your own words.
Identify the parts of a knife (C-K)	Observe as your teacher names the parts of a knife. Repeat the name of each part of the knife. View the drawing of a knife on the chalkboard. Name each part of the knife as your teacher points to it on the drawing.
State the correct way to hold a knife (C-K)	Watch a demonstration on how to hold a knife. Is there a sharp edge and a dull edge on the knife? Which edge of the knife cuts? Why is it important to hold a knife by the handle? Why should you keep the point downward when carrying a knife?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	SAFETY TIP: Never hold a knife by the blade. When carrying a knife, hold it with the point downward. Never slide your finger over the edge of a knife to see if it is sharp.
Describe how to pass a knife safely (C-C)	Watch your teacher pass a cardboard knife to another person. How should you hold the knife? What part should you hand to the other person first?
	In your own words, tell how to pass a knife to another person.
Practice passing a knife appropriately (P-GR)	Form a line and pass a cardboard knife from one person to the next. Use the correct way to pass a knife.
	When you can safely pass the cardboard knife, practice passing a real knife down the line as your teacher watches.
State safe procedures for handling a knife when placing it in a drawer or removing it (C-K)	Watch a demonstration on how to handle the knife when placing it in a drawer or removing it from the drawer. Why should the sharp edge of a knife be placed down in a drawer? Why should knives be kept separate from other kitchen tools in a drawer?
	SAFETY TIP: Knives stored in cutlery racks or in slots in drawers can be picked up more safely than those which are thrown into a drawer. Keep knives separate from the other kitchen tools in the drawer.
	State the safety tips for handling knives. Your teacher will list the safety tips on the chalkboard so you can review them. [NOTE TO TEACHER: As additional safety tips for using knives are discussed, add the tips to the list.] Does the list include these points: (1) Never hold a knife by the blade, (2) When carrying a knife, hold it with the point downward, (3) Never slide your finger over the edge of a knife, (4) Knives stored in racks or in slots in drawers can be picked up more safely than those which are thrown in a drawer, and (5) Keep knives separate from other kitchen tools in a drawer.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Repeat aloud with class members the safety rules for handling a knife.
Attempt to place a knife in the drawer and remove it (P-GR)	Practice putting the knife in the drawer and removing it safely.
Identify a French knife (C-K)	Look at a French knife. Listen to your teacher describe what a French knife looks like. Does it have a long or short blade? How big is it? (See pp. 122-124.)
	Place a picture of a French knife on the flannel board.
State a procedure for using a French knife (C-K)	Watch a demonstration by your teacher on the correct way to use a French knife. Why should you keep the French knife in an up and down position? Why should you keep your supporting hand away from the cutting blade of the knife? [SAFETY TIP: The supporting hand is the hand that is not holding the knife. By curving finger tips of the support hand under, the knuckles can be used to guide the blade of the knife and prevent cuts.] Why should you keep what you cut from moving around by placing it on a nailed board or a sheet of foam rubber? [NOTE TO TEACHER: Students with involuntary motion, kinesthetic loss or students deficit in space perception should never have the supporting hand near the knife. A fork should be used to support the item they are cutting. By placing the disabled hand on the fork, the hemiplegic student can stabilize the item being cut. As the fork can be laid flat or held down, the elbow can sometimes hold the fork in position. See p. 125 for additional information on the nailed cutting board. SAFETY TIP: Use a cutting board and cut away from your body.]
Identify foods that should be cut with a French knife (C-K)	View pictures of foods that should be cut with a French knife. Name the foods as your teacher points to them. Can you name some other foods that should be cut with a French knife?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Play the game of Tic-Tac-Toe to learn what foods should be cut with a French knife. (See p. 126.)
Identify the terms slice and dice (C-K)	Watch a demonstration by your teacher on how to slice and dice with a French knife.
	View a transparency of a sliced food and a diced food. (See p. 127.) What is slicing? What is dicing? How do they differ?
	View and feel a sliced potato and then a diced potato. Can you see a difference in the sliced potato and the diced potato? Can you feel a difference in the sliced potato and the diced potato?
Follow method for slicing and dicing food with a French knife (P-GR)	Practice slicing and dicing with a French knife on the cutting board as your teacher looks on. Be sure to use the correct procedure. [NOTE TO TEACHER: Potatoes can be used for students to practice cutting. Later potato soup can be made with cut potatoes.]
Identify the terms chop and mince (C-K)	Watch a demonstration by your teacher on how to chop and mince with a French knife.
	View a transparency of a chopped food and a minced food. (See p. 127.) What is chopping? What is mincing? How are they different from each other?
	View and feel a chopped potato and then a minced potato. Can you see a difference in the chopped potato and the minced potato? Can you feel a difference in the chopped potato and the minced potato? How is chopping different than slicing? How is chopping different than dicing? How is mincing different than chopping? How is mincing different than slicing?
Practice the proper way of mincing and chopping with a French knife (P-GR)	Attempt to chop and mince with a French knife on the cutting board as your teacher looks on. Be sure to use the correct procedure.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Demonstrate the correct uses of a French knife (P-M)	Cut foods with a French knife to make vegetable soup. [NOTE TO TEACHER: Cutting should include slicing, dicing, chopping, and mincing. Suggested foods for the soup include onions, carrots, celery, and tomatoes.]
Identify a boning knife (C-K)	Look at a boning knife. Compare its appearance to the French knife. (See pp. 122-124.)
	Listen to your teacher discuss the differences between the French knife and a boning knife. How are they different in appearance? How are they alike? Do they have the same kind of edge? How is the edge of a boning knife different than a French knife?
	Place a picture of a boning knife on the flannel board.
Cite foods that should be cut with a boning knife (C-K)	Look at the magazine pictures your teacher holds up and name the foods that should be cut with a boning knife. What other foods could be cut with a boning knife?
Explain the proper way to use a boning knife (C-C)	Watch your teacher demonstrate how to use a boning knife. How do you separate meat from the bone, using a boning knife? How Do you disjoint fowl, using a boning knife?
Attempt to correctly use a boning knife (P-GR)	Divide into groups of two. Practice using the boning knife under your teacher's supervision.
Identify a slicing knife (C-K)	View a slicing knife as your teacher holds it up. What is it used for? How is its appearance different than the other two knives previously discussed? What foods would need a slicer to appropriately cut? (See pp. 122-124.)
	Place the picture of the slicer on the flannel board with the French and boning knives. Individually go to the flannel board and name the different knives and what foods each one should cut.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify foods that should be cut with a slicer (C-K)	View pictures of foods that should be cut with a slicer. Name the foods as your teacher points to them. Can you name some other foods that should be cut with a slicer?
Describe how to use a slicer correctly (C-C)	Watch your teacher demonstrate how to use a slicer correctly. What kind of motion is used when cutting with a slicer?
	HINT FOR USING: A slicer is used with a back and forth sawing motion.
Follow the correct procedure in using a slicer (P-GR)	Practice under your teacher's supervision the proper way to use a slicer.
Identify the bread knife (C-K)	Look at a picture of a bread knife. How is it different from the other knives you have studied? Is the knife sharper than most knives because of its saw-like edge? (See pp. 122-124.)
	Look at a bread knife as your teacher shows it to the class. How do you hold the bread knife? How big is the bread knife?
Note how to use a bread knife (C-K)	Watch your teacher demonstrate how to use the bread knife. What does the bread knife cut? How do you use the bread knife? How do you hold the knife when you cut with it?
Practice using a bread knife (P-GR)	Choose a partner in class. Take turns using the bread knife to cut a loaf of bread. Practice using correct procedures for holding and using the knife. [NOTE TO TEACHER: Have the student place the knife on the counter before the next student uses it.]
Use the bread knife safely and correctly (P-M)	During labs or special meals served to guests, use the bread knife when it is needed. Use correct way to hold and use the knife.
Identify a paring knife (C-K)	View a paring knife shown by your teacher. What does the paring knife look like? What is its purpose? Does it have a long or short blade?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Place a picture of a paring knife on the flannel board with the other knives. Is it smaller or larger than the other knives? Does it have a long or short blade? (See pp. 122-124.)
List foods that should be cut with a paring knife (C-K)	Name foods you would need a paring knife to cut as your teacher lists them on the chalkboard. Did your list include fruits and vegetables?
Describe how to correctly use a paring knife (C-C)	Watch as your teacher demonstrates how to use a paring knife correctly. How does your teacher core an apple? How does your teacher pare fruits and vegetables?
Practice using a paring knife correctly (P-GR)	Use the paring knife to cut appropriate foods, under your teacher's supervision.
Identify an electric slicing knife (C-K)	View an electric slicing knife as your teacher holds it up. How is its appearance similar to the manual slicing knife?
Explain how to use an electric slicing knife (C-C)	Watch your teacher demonstrate how to correctly use an electric slicing knife.
Name safety tips for using an electric slicing knife (C-K)	Listen to your teacher discuss safety tips when using the electric slicing knife. SAFETY TIP: Keep fingers away from the blade. Never plug in the knife with wet hands. Always plug the knife in before turning it on. Store the blades in their plastic shields.
Attempt to use the electric slicing knife correctly (P-GR)	Divide into groups of two. Under your teacher's supervision practice using the electric slicing knife.
State the correct knife needed for a specific task (C-K)	Watch as your teacher holds up a picture of a food. Take turns selecting the correct knife to cut the food pictured. [NOTE TO TEACHER: Have an assortment of knives on the table for the students to choose from.] Why is it important to use the correct knife for cutting a specific food? Play "Food Squares" to practice selecting the correct knife for a particular task. (See p. 126.)

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	SAFETY TIP: Use the correct knife for a particular job.
	Select one of the four knives discussed (French, slicer, boning, or paring). Prepare a poster of foods that should be cut with each knife. (Posters can be made with magazine cut-outs, drawings, or food wrappers. The poster should include a picture or drawing of the knife also.)
State safety tips for washing knives (C-K)	Watch your teacher demonstrate how to wash a knife correctly. How should you wash a knife, from the front of the blade or the back of the blade? Should you put knives in the dishwasher? Do you wash knives with the rest of the dishes or separately?
	SAFETY TIPS: Always wash and wipe a knife from the back of the blade, being sure that the fingers do not extend to the cutting edge. Do not wash knives in the dishwasher. Do not put a knife into soapy water where it cannot be easily seen.
Practice washing knives correctly (P-GR)	Divide into groups of three. Practice washing the knives the correct way, under your teacher's supervision.
Explain safety rules for use and care of knives in food production (C-C)	Listen to a tape recording of the safety tips for use and care of knives. Select one of the safety tips and explain or demonstrate what it means to the class. Why should you never open a box with a knife? Why should you never try to open a can with a knife? Why should you never force a knife to cut through frozen food, a bone, or anything else that is very hard?
	Take turns deciding whether the picture on a flip chart show safe or unsafe practices. Name the safety tips which apply to each picture. (See pp. 128-129.)
Use good safety habits when using a knife in food production (C-Ap)	Prepare three or four different salads using the safety tips discussed. Use the correct knife for each food as you prepare a salad.

WORDS TO KNOW
About Knives
(Teacher Information Sheet)

handle - the part of the knife you hold.

blade - the part of the knife that cuts.

point - the tip of the knife blade.

sharp - having a very thin edge.

edge - the cutting side of a knife blade.

cut - to divide into parts.

chop - to cut into small pieces.

slice - to cut into thin flat pieces.

dice - to cut into cubes.

mince - to cut into very small pieces.

core - to cut out the center of some fruits.

disjoint - cut apart at the joints.

bread knife - a knife that has a saw-toothed edge.

paring knife - a small knife blade used for paring fruits and vegetables.

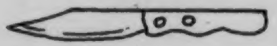
boning knife - a knife with a narrow blade used to disjoint fowl, to separate meat from the bone and to dice raw meats.

French knife - a large knife used for slicing and cutting raw fruits, vegetables, and meats and chopping, dicing, and mincing foods.

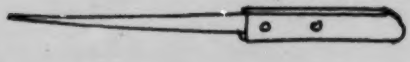
slicing knife - a knife with a long narrow blade used for slicing tomatoes, lettuce, meat, and cakes.

electric knife - a knife that runs on electricity. It has two blades which move back and forth in saw-like movements.

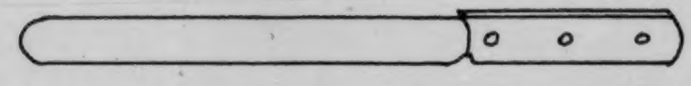
CUTTING DEVICES



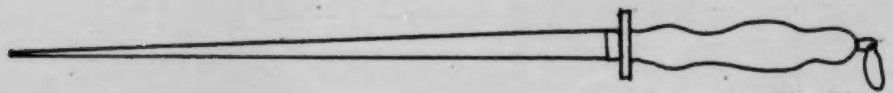
Paring Knife



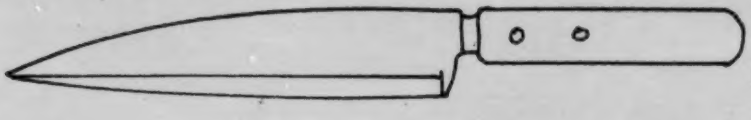
Boning Knife



Roast Slicer



Chef's Steel
(Magnetized)



French Cook's
Knife

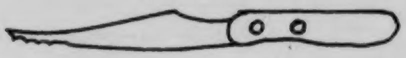
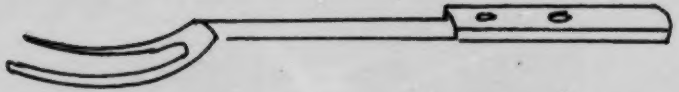
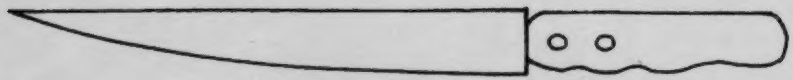


Table Steak Knife



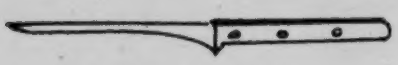
Carving Fork



Carving Knife

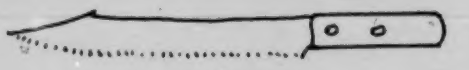
Most Common Knives and Their Uses
(Teacher Information Sheet)

BONING KNIFE



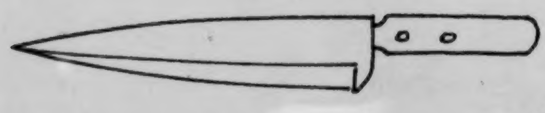
disjointing fowl
separating meat from bone
dicing raw meats
coring lettuce

BREAD KNIFE



slicing bread or cake

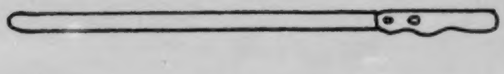
FRENCH KNIFE



slicing and cutting raw fruits and vegetables
slicing hot or warm meats
chopping small amounts of foods like parsley, onions, and nuts
dicing and mincing foods

HINT FOR USING: Hold point of knife on cutting board with one hand. Use other hand to lift handle of knife in an up-and-down slicing motion.

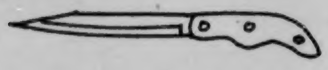
SLICER



slicing tomatoes
slicing lettuce wedges
slicing roast or ham
cutting cakes or sandwiches

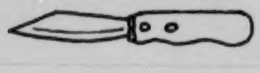
HINT FOR USING: When slicing meat, use back-and-forth sawing motion.

FRUIT AND SALAD KNIFE



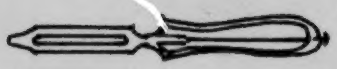
coring lettuce
paring and sectioning fruits

PARING KNIFE



paring fruits and vegetables
removing eyes from potatoes

PEELER



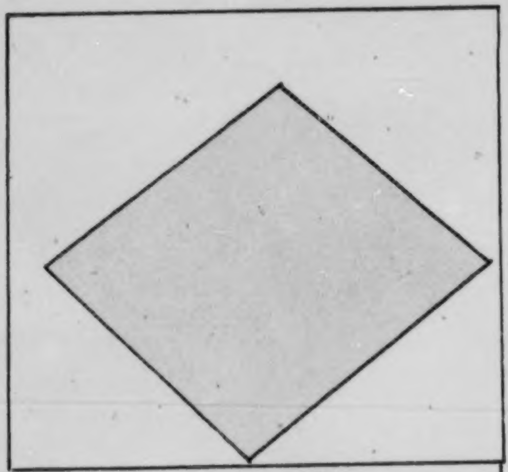
slicing thin strips of fruits and vegetables
peeling fruits
peeling vegetables

Knives which are kept sharp are both easier and safer to use. Less pressure is required when the knife is sharp and there is less danger that the knife will slip.

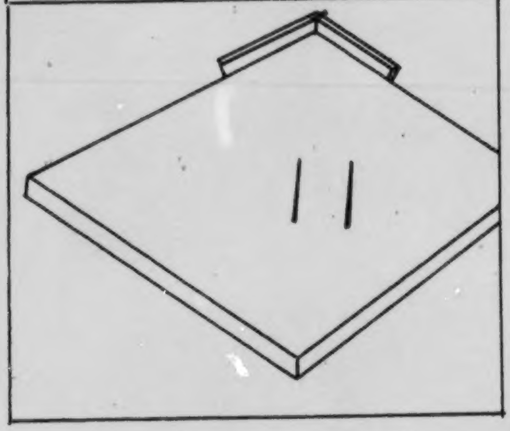
Practices to follow which will help to keep knives sharp are listed below.

1. Wash knives by themselves, rather than with other utensils.
2. Place knives in the dishwashing sink with the handles together and the blades pointed in the same direction.
3. Dry each knife separately and store in knife rack or slotted space in a drawer.
4. Use knives only for cutting and slicing, not for prying lids or cans open.

CUTTING BOARD



A sheet of foam rubber may be placed under the cutting board to keep it from slipping. Two nails sticking through the cutting board will keep the items that are being cut from slipping. The nails hold the item to be cut in one position.

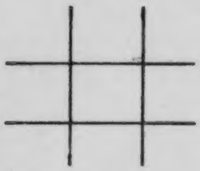


A raised corner is also a useful addition to the cutting board to keep items from slipping. The raised corner should be in the lower right-hand corner for the right-handed student and in the lower left-hand corner for the left-handed student.

The cutting boards could be made by a shop class or can be ordered from Robin Aids, 3353 Broadway, Vallejo, California 94590.

GAME SHEET
(Teacher Information Sheet)

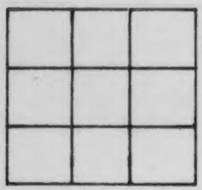
TIC-TAC-TOE



Number of players: 2

Directions: One player is the O's and another player is is the X's. Player X begins first. He/she names a food that should be cut with a French knife. If Player X is correct he/she places an X in a square of his/her choice. If Player X does not name a food that should be cut with a French knife, he/she cannot put an X in a square. Player O now takes a turn using the same procedure. Play continues in this way until one of the players gets three marks in a row. The row can be vertical, horizontal, or diagonal. The player with three marks in a row is named the winner.

FOOD SQUARES

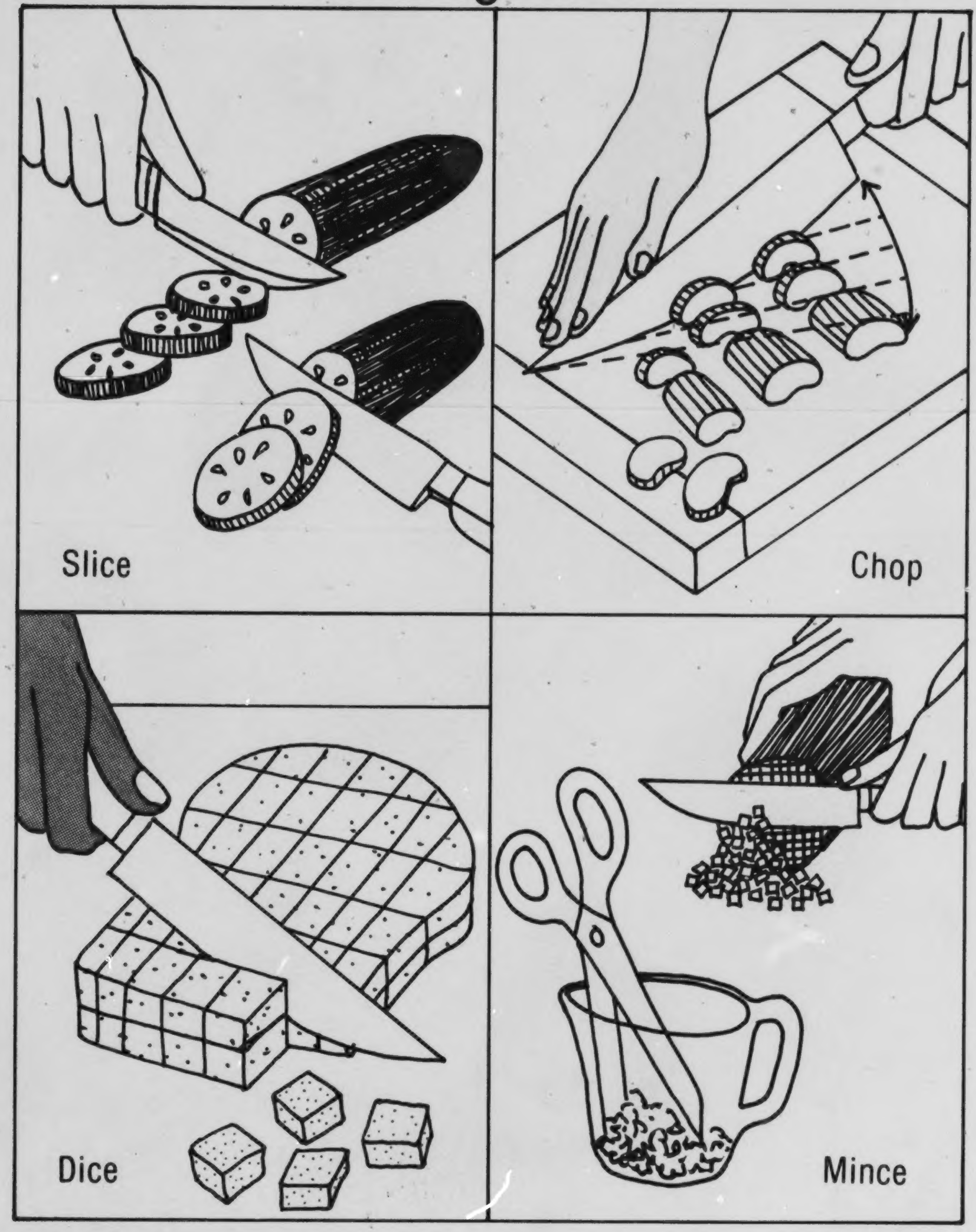


Number of players: 11

Materials needed: Nine cards (1 for each food square). Cards can be made of cardboard squares. Place an X on one side and a O on the other. Staple string at the top of each card to make a loop so the people in the squares can hang it around their necks.

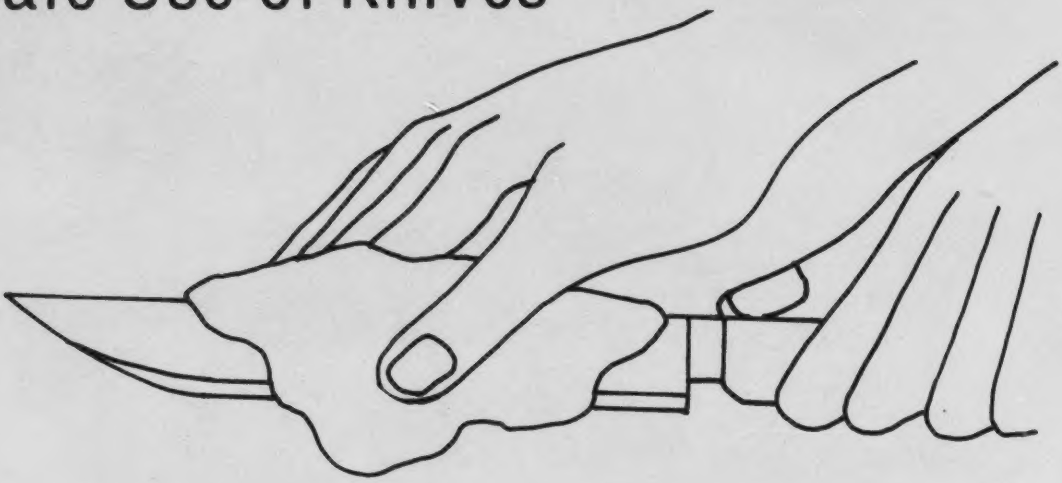
Directions: There are two contestants and nine people in the squares (1 per square). One contestant is the X's and the other contestant is the O's. Contestant X begins the play by choosing one of the squares. The teacher names a food. The person in the chosen square states the name of the knife that should be used to cut the food the teacher named. Contestant X then says "True" or "False" to the knife that was named. If the contestant is right, he/she gets an X in that chosen square. (The person in that square hangs a card with an X around her/his neck.) If Contestant X does not answer right an X is not placed in that square. Each contestant gets one question at a time. Contestants X and O take turns until one contestant gets three marks in a row. The row can be vertical, horizontal, or diagonal. [NOTE TO TEACHER: Much discussion can be worked into the game giving it more learning value.]

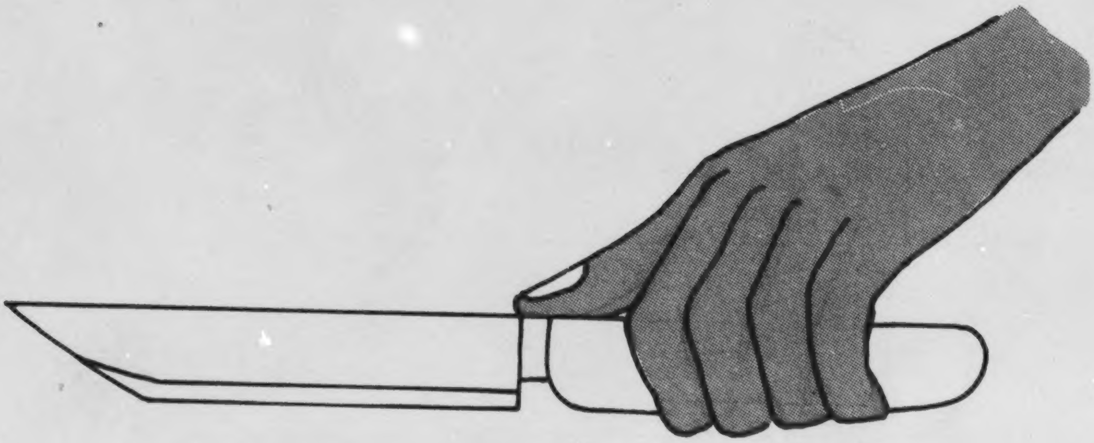
Cutting Food

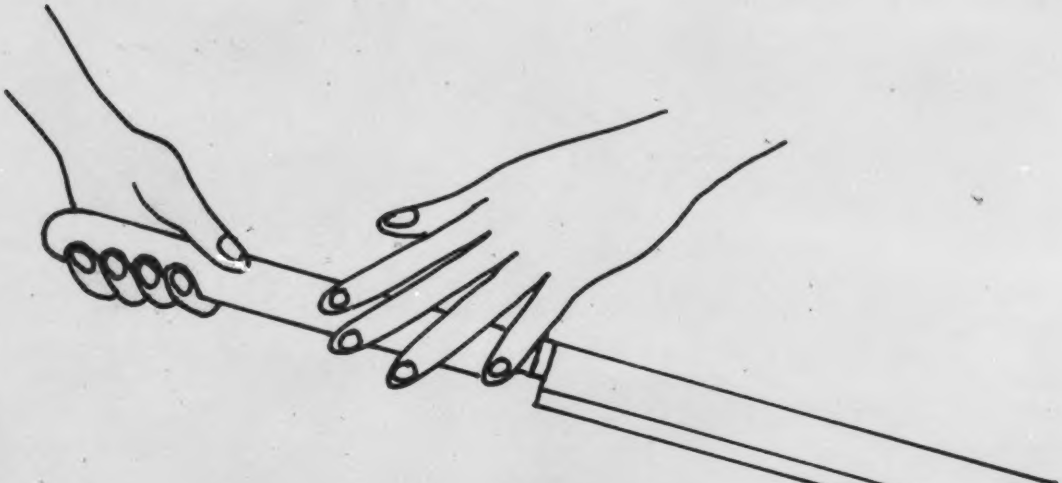

Slice
Chop
Dice
Mince

[NOTE TO TEACHER: Cover each picture with construction paper and reveal only the picture being discussed to help students focus on what you want them to see.]

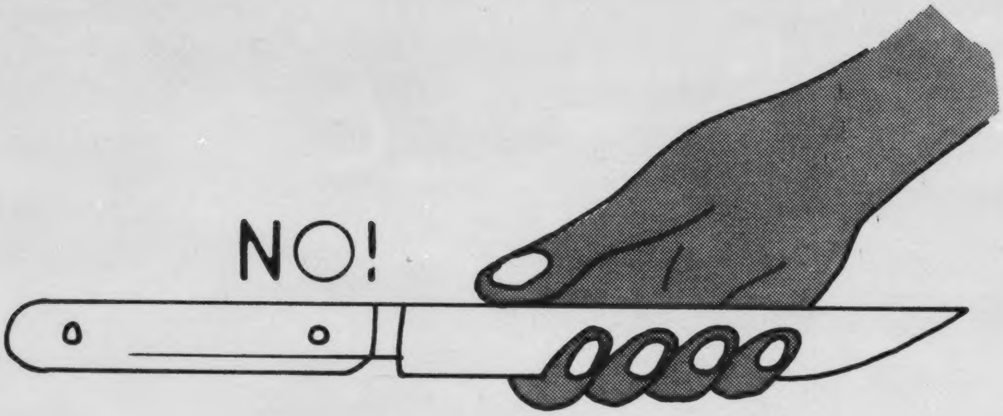
Safe Use of Knives

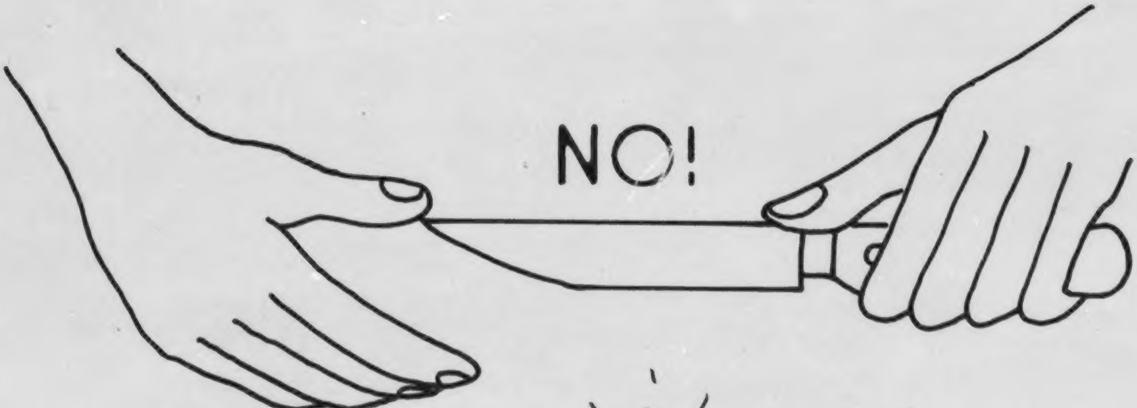


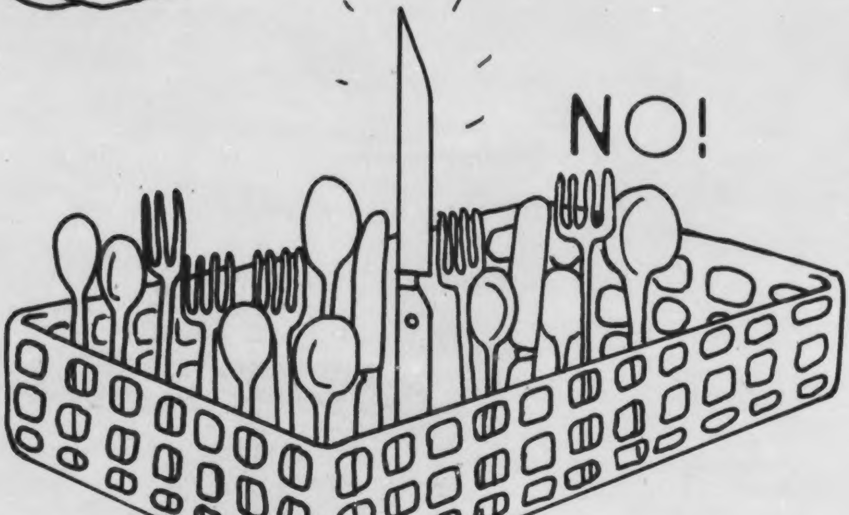




Unsafe Use of Knives







SMALL EQUIPMENT

Can Opener

COMPETENCY: Ability to follow the correct procedures for the safe use and care of small commercial food service equipment.

SUB-COMPETENCY: Ability to safely and efficiently operate the commercial can opener.

WORDS TO KNOW:
- handle
- blade
- shank
- base
- bench-mounted
- heavy-duty electric can opener

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the commercial can openers (C-K)	View pictures of an electric and a bench-mounted can opener. What type can opener is used in the laboratory? What is the can opener used for? Is the can opener used to open both institutional-size cans and small-size cans? Does proper use of the can opener save time and energy?
Name the parts of the commercial bench-mounted can opener (C-K)	Look at a transparency to learn to identify the parts of the bench-mounted can opener. (See p. 133.) Repeat the name of the part of the can opener as your teacher points it out on the transparency. Name the part of the can opener as your teacher points it out on the can opener.
State the purpose of each part of the commercial can opener (C-K)	Listen to your teacher explain the purpose of each part of the can opener. In your own words answer the following questions: What does the handle of the can opener do? What does the blade of the can opener do? What does the shank of the can opener do? What does the base of the can opener do? (See p. 133.)
State safety procedures for using the commercial can opener (C-K)	View transparency of safety tips to follow in using the can opener. (See p. 135.) Listen as your teacher reads the safety tips.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Tell in your own words why it is important to follow safety rules when using a can opener.
State the procedure for using the commercial can opener (C-K)	Watch a demonstration by your teacher to learn the correct procedure for using the can opener. (See p. 134.) Why should the top of the can be wiped with a damp cloth before opening? Why should the blade of the can opener by wiped off with a clean damp cloth after each use between different foods?
Attempt to safely use the commercial can opener (P-GR)	Practice opening a can with the can opener following the safety rules. [NOTE TO TEACHER: Empty cans may be obtained from a food service institution for this learning experience.]
	Work in groups of two to practice using the can opener while your teacher watches.
State the correct procedure for cleaning the commercial can opener (C-K)	Watch as your teacher cleans the can opener correctly. Why is it important to keep the can opener clean at all times? Why is it important to clean it correctly?
	View a flipchart on the steps of cleaning a can opener. Repeat aloud the steps as your teacher points to them. (See p. 136.)
Practice the correct procedure for cleaning the commercial can opener (P-GR)	Divide in groups of two. Clean the can opener using the correct steps. Have your partner inspect your can opener when you are finished.
Cite procedures for checking the condition of the commercial can opener blade (C-K)	Watch as your teacher demonstrates how to check the can opener blade to see that it is cutting properly. What would happen if the blade was bent or nicked? How often should the blade be checked? Why is it better to replace the blade instead of buying a new can opener?
Explain how to check the blade on the commercial can opener (C-C)	Take turns demonstrating to the class how to check the can opener blade.

WORDS TO KNOW
About the Can Opener
(Teacher Information Sheet)

handle - the part of the can opener that is turned to operate the can opener.

blade - sharp part of the can opener which cuts the can.

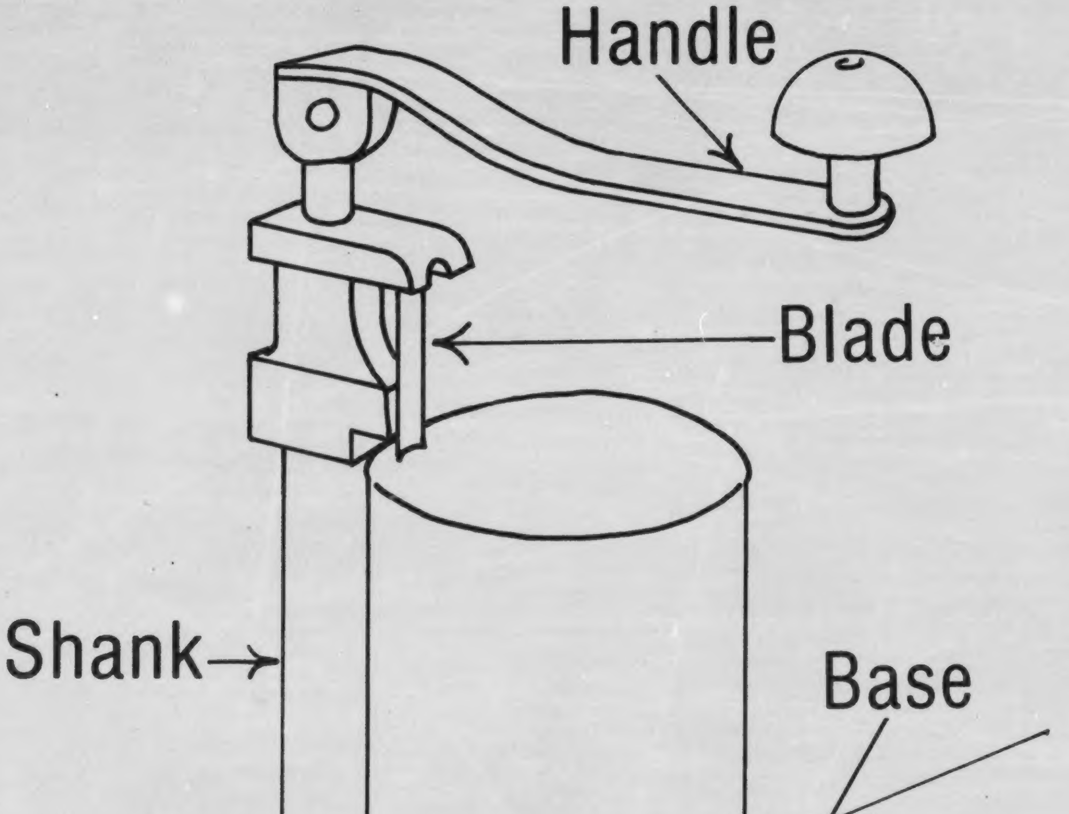
shank - the part of the can opener between the handle and the base which is adjusted to the height of the can being opened.

base - bottom part of the can opener where the can sets.

bench-mounted can opener - a type of can opener which is fastened on the edge of a table, counter, or bench to use.

heavy-duty electric can opener - type of can opener which is run by electricity.

Can Opener


Handle
Blade
Shank
Base

HOW TO OPERATE A BENCH-TYPE MANUAL CAN OPENER
(Teacher Information Sheet)

What to do:	How to do it:
1. Lift handle and puncture can.	1. Lift handle to vertical position until cutting blade is about 1 inch above can. Place can on base. Wipe off top of can with damp cloth. With quick downward pressure, force blade into top near can edge.
2. Open can.	2. Lower handle to horizontal position. Turn handle clockwise until blade cuts out lid. Remove lid before it drops into can.
3. Remove can.	3. Raise handle to vertical position. Lift shank clear of can. Remove can. Lower handle to horizontal position. Lower shank into base.

NOTE: Blade should be wiped off with damp cloth after each operation between different food products.

SAFETY TIPS FOR USING THE BENCH-TYPE CAN OPENER

1. Keep fingers away from the blade when in use.
2. Always have a can under the blade when using.
3. If bits of metal fall into the can of food while opening, report problem to supervisor.
4. Always wipe off blade after using.
5. Don't pull shank out of holder.

STEPS FOR CLEANING THE BENCH-TYPE CAN OPENER

1. Remove shank and place in sink.
2. Clean all parts, particularly the blade and other moving parts.
3. Inspect blade for any notched edge. Report to supervisor.
4. Clean base plate.
5. Replace shank.

SMALL EQUIPMENT

Weighing and Measuring Equipment

COMPETENCY: Ability to follow the correct procedures for the safe use and care of small commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for weighing and measuring equipment.

WORDS TO KNOW:
- dry ingredients
- liquid ingredients
- teaspoon
- tablespoon
- types of measurements
- scale

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify dry and liquid ingredients (C-K)	Look at a display of foods which you might need to measure. Which ones are dry? Which ones are wet?
Identify dry measuring equipment (C-K)	Look at a display of dry measuring equipment. Repeat the name of each piece as your teacher says it. [NOTE TO TEACHER: Dry measuring equipment should include various sizes of metal measuring cups, a set of measuring spoons, and a commercial portion scale.]
Recognize the dry measuring cups (C-K)	View different sizes of dry measuring cups as your teacher holds each one up. Which cup is the largest? Which cup is the smallest? Where is the measurement written on the cup? Name out loud the correct measurements written on each flash card that your teacher holds up. Match the card your teacher gives you to the correct measuring cup on the table. [NOTE TO TEACHER: Write different measurements such as 4 cup, 2 cup, 1 cup, ½ cup, 1/3 cup, ¼ cup, on 5"x7" cards and pass around to the class members.]
Describe the correct procedure in using a dry measuring cup (C-C)	Listen to your teacher explain the correct way to use a dry measuring cup. Why is it important not to shake the measuring cup with the dry ingredient in it? Why do you first heap the cup with a dry ingredient and then level it off? What utensil do you use to level the cup off?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice the correct procedure in using a dry measuring cup (P-GR)	Take turns filling the dry measuring cup with flour, using the correct steps. The students who perform the task correctly will demonstrate the steps for the other class members. [NOTE TO TEACHER: Long-handled measuring cups braced against the container into which the ingredient will be poured will be helpful to students who do not have full strength in their arms or hands.]
Identify measuring spoons (C-K)	Look at measuring spoons as your teacher holds each one up. Repeat the name of each size of spoon as your teacher says it. Is the tablespoon or teaspoon the largest? Is ½ teaspoon or ¼ teaspoon the smallest?
	Divide into groups of three. As your teacher names a measurement such as ¼ teaspoon, ½ teaspoon, 1 teaspoon, and 1 tablespoon, hold up the correct measuring spoon.
Note the correct procedure in using measuring spoons (P-P)	Watch as your teacher demonstrates how to measure using a measuring spoon. What size is the largest spoon? What size is the smallest? Why is a straight edge used to level the top of a dry ingredient in the measuring spoon? What foods would the measuring spoons be used to measure?
Explain correct procedures for using measuring spoons (C-C)	In your own words describe how to measure using measuring spoons. Compare measuring spoons and spoons used for eating. Why can spoons used for eating not be used for measuring?
Practice procedures for using measuring spoons (P-GR)	Draw a card with a measurement written on it from a box. Using measuring spoons, measure the amount shown on the card. [NOTE TO TEACHER: Provide a dry ingredient such as flour for the students to practice measuring. Point out that measuring spoons could also be used to measure small amounts of liquid.]
Identify the portion scales (C-K)	Locate the portion scales in the food service laboratory.
	Listen as your teacher explains why the portion scale is used. When do you use the portion scales? What ingredients should be measured on the portion scales?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	View a transparency to identify the parts of the portion scales. (See p. 143.) Name the part of the scale as the teacher points it out on the transparency.
State uses of the portion scales in food service (C-K)	Watch a demonstration by your teacher to learn the uses of the portion scales in food preparation. When are the portion scales used in food preparation? Why are the portion scales used sometimes instead of dry measuring cups? [NOTE TO TEACHER: A light paper plate could be placed underneath ingredients to be measured on the portion scale to keep the weighing platform clean. If a container is used to measure an ingredient, stress the importance of subtracting the weight of the container from the weight of the ingredient.]
Describe procedures for using the commercial portion scale (C-C)	In your own words explain the correct way to use the portion scale. Where is the ingredient placed on the scales? How is the weight determined?
Practice using the commercial portion scales (P-GR)	Divide into groups of three and practice weighing ingredients on the portion scales. Have your teacher check your work.
Name the liquid measuring cups (C-K)	View the different liquid measuring equipment which is laid out on a laboratory table. Is the quart size larger than the cup size? Is the gallon size the largest? What smaller amounts are marked on the gallon size? What smaller amounts are marked on the cup size? What is the difference in a liquid measuring cup and a dry measuring cup?
	Name the different measurements on the liquid measuring equipment as your teacher points to them.
Explain the correct procedure for using liquid measuring equipment (C-C)	Watch your teacher demonstrate how to use the liquid measuring equipment correctly. Do you use a liquid measuring cup differently than you do a dry measuring cup? Why is it important to have the liquid measuring equipment on a flat, even surface before reading it?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Attempt to use the liquid measuring equipment correctly (P-GR)	Fill the liquid measuring equipment with water to the measurement your teacher calls out. Have your teacher check to see if you measured the correct amount.
Name the correct abbreviations for measuring terms (C-K)	View the measuring terms and their abbreviations as your teacher lists them on the chalkboard. Name the terms aloud as your teacher points to them.
	Divide into two teams. As your teacher holds up a flash card with a measurement abbreviation written on it tell what measurement it represents. The two teams will take turns and each person on the teams will have at least one chance at a question.
	Play Abbreviation Match Up to learn the abbreviations of measuring terms. (See p. 143.)
Name the correct measuring equipment to use for a specific ingredient (C-K)	As your teacher names an ingredient tell what measuring equipment would be used to measure that ingredient.
	Play Fun With Measurements to identify what measuring equipment to use with specific ingredients. (See p. 144.)
Carry out correct procedures in using all measuring equipment (P-GR)	Divide into groups of four. Prepare a box brownie mix and instant soft drink, using all the measuring equipment correctly.
Display a desire to care for measuring equipment properly (A-V)	Listen to your teacher discuss the importance of taking care of measuring equipment. Observe tips on caring for measuing equipment as your teacher demonstrates them. Why should measuring equipment be cleaned after each use? Why is it important to store measuring equipment carefully? Why should measuring spoons only be used for measuring?
	Practice using the tips on caring for measuring equipment when you prepare food.

WORDS TO KNOW
About Weighing and Measuring Equipment
(Teacher Information Sheet)

dry ingredients - foods used in recipes which are not wet.

liquid ingredients - wet foods used in recipes.

teaspoon - a small spoon used for measuring.

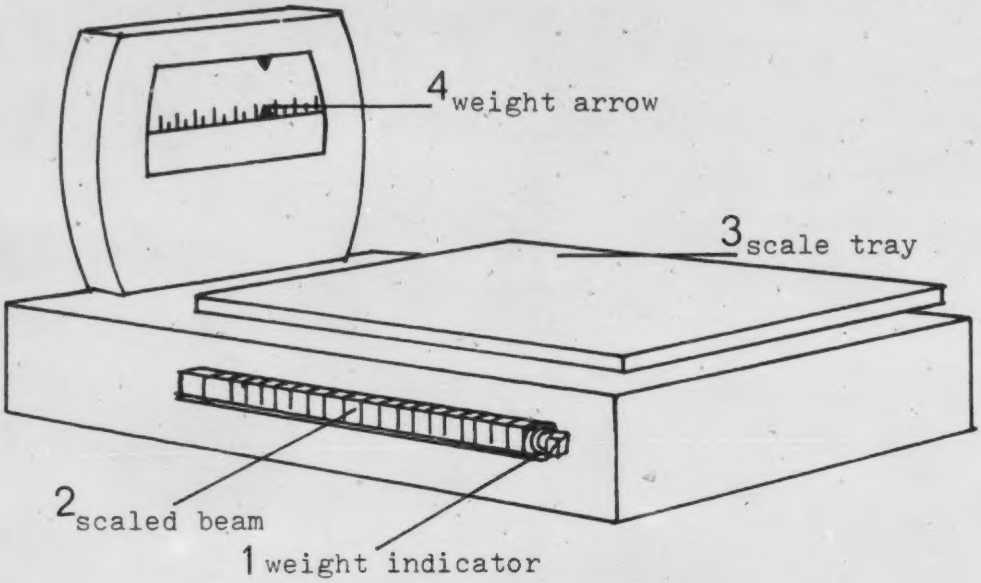
tablespoon - a spoon, larger than a teaspoon, used for measuring.

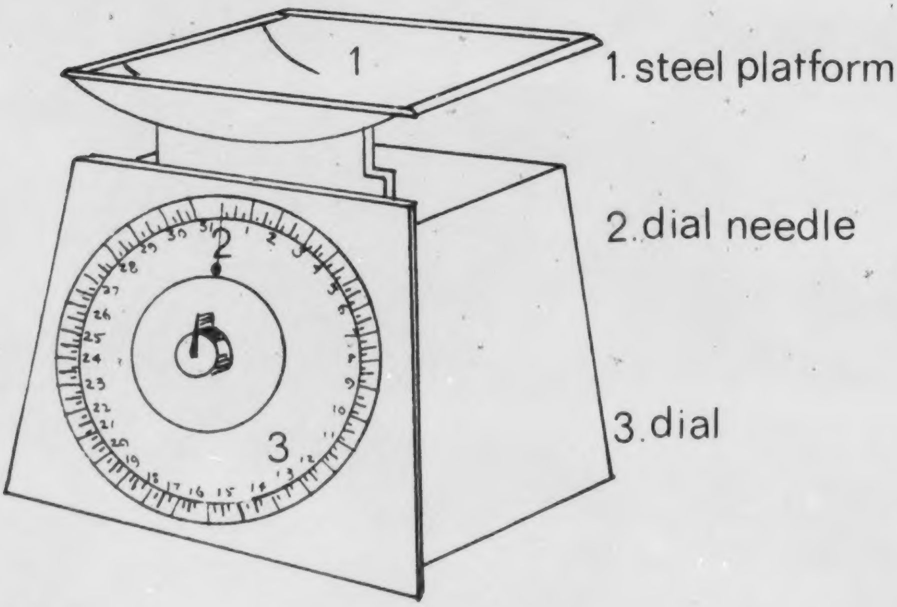
types of measurements -

- ounce
- pound
- teaspoon
- tablespoon
- cup
- pint
- quart
- gallon
- gram
- kilogram
- milliliter
- liter

scale - a machine for weighing.

PORTION SCALE


4 weight arrow
3 scale tray
2 scaled beam
1 weight indicator


1
2
3
1. steel platform
2. dial needle
3. dial

ABBREVIATION MATCH UP

Draw a line from the word on the left to its abbreviation on the right.

1.	Tablespoon	G.
2.	Teaspoon	Pt.
3.	Ounce	L.
4.	Pound	Oz.
5.	Pint	Qt.
6.	Quart	Ml.
7.	Gallon	Lb.
8.	Cup	Kg.
9.	Liter	Gal.
10.	Milliliter	C.
11.	Gram	Tbsp.
12.	Kilogram	tsp.

FUN WITH MEASUREMENTS
(Teacher Information Sheet)

Number of Players: Any number

Objective: To receive the most points.

Divide the class into two teams. As you name a food the first person on the first team tells if a dry measuring cup or a liquid measuring cup should be used with that particular food. If he/she answers correctly that team receives one point. If he/she does not answer it correctly the other team has a chance to win that point. The game can be stopped at any time. The team with the most points wins the game.

These are some suggested foods to use. If the students do not know what the food is, show them a sample from the food service laboratory.

Milk
Flour
Shortening
Water
Brown sugar
Oatmeal
Chocolate chips
Tea
Corn meal
Corn syrup
Rice
Raisins
Granulated sugar
Cereal

SMALL EQUIPMENT

Pots and Pans

COMPETENCY: Ability to follow the correct procedures for the safe use and care of small commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for pots and pans.

WORDS TO KNOW:

cook pan
pot
bake pan
serving line pan

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define "pot" and "pan" (C-K)	Listen as your teacher defines "pot" and "pan" and shows you examples of each.
Identify pots and pans used in food service (C-K)	Watch as your teacher points out and tells you the names and uses of pots and pans used in food preparation. (See pp. 149-150.) As your teacher holds up a pot or pan, tell the name of that pot or pan.
Identify various types of serving line pans (C-K)	Watch and listen as your teacher shows and tells you about the various serving line pans. Do these pans come in different sizes? Why? Do these pans come in different depths? Why? Watch as your teacher uses a flannel board to show you the relationships between different sizes of serving line pans. [NOTE TO TEACHER: Cut out felt or flannel shapes to represent the various sizes of serving line pans. Use the cut-outs to show students how many of the smaller types of pans will fit into the space allowed for a full pan.]
Explain the relationships between different sizes of serving line pans (C-C)	Draw a "problem" card. Use the felt or flannel shapes that your teacher showed you earlier to explain your specific "problem" to the rest of the class. [NOTE TO TEACHER: The cards should have problems that relate various types of pans to the space allowed for a full pan. Examples: How many 1/4 (one fourth) pan(s) will fit in the space allowed for

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	a full pan? How many full pan(s) will fit in the space allowed for a full pan, etc. If students cannot read, read the problems to them.]
Practice selecting the correct sizes of serving line pans (P-GR)	Divide into pairs. With your partner's help, practice selecting the size and depth of serving line pan that your teacher calls out.
Describe uses for specific pots and pans (C-C)	Given a specific pot or pan, tell types of food products that might be cooked in it.
Name safety rules related to the use of pots and pans (C-K)	Listen as your teacher tells you safety rules related to the use of pots and pans.
Describe safety rules related to the use of pots and pans (C-C)	Discuss safety rules related to the use and care of pots and pans. Why should you use thick, dry pot holders when handling hot pots and pans? How should pot and pan handles be placed on the range top?
Practice using pots and pans (P-GR)	With your teacher's help, prepare a meal using various pots and pans in the food service laboratory.
Name cleaning procedures for pots and pans (C-K)	Listen as your teacher names steps in cleaning the pots and pans in the laboratory.
Describe cleaning procedures for pots and pans (C-C)	Given a specific pot or pan and a specific cleaning problem (such as "baked on cheese"), describe the way to clean the pot or pan. Do different types of soils on pots and pans require different types of cleaning? What type of cleanser would be used on your specific pot or pan? Can using the wrong cleanser damage a pot or pan?
Practice cleaning pots and pans (P-GR)	With your teacher's help, correctly clean pots and pans.
Cite the proper method for storing pots and pans (C-K)	Watch and listen as your teacher shows the proper storage methods for the pots and pans in the laboratory.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe the method for storing pots and pans in the laboratory (C-C)	Divide into pairs. Describe for your partner the correct way to store pots and pans in the laboratory. Have your teacher listen to your description. Discuss with your classmates the method of storing pots and pans in the laboratory. Do all food service establishments store pots and pans the same way? Why is it important to learn the method of storage used where you work?
Practice correctly storing pots and pans in the laboratory (P-GR)	Divide into teams. Each team will receive a group of pots and pans to store. Each group will select a team member to actually place the pots and pans, but all group members are to participate in deciding the placement. Each group will be timed separately as they store their group of pots and pans. Each pot or pan placed incorrectly adds 10 seconds to the total time.
Safely and correctly use, clean, and store pots and pans (P-M)	Use, clean, and store pots and pans safely and correctly in the food service laboratory.

WORDS TO KNOW
About Pots and Pans
(Teacher Information Sheet)

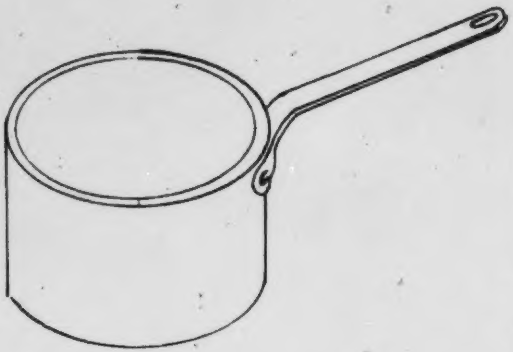
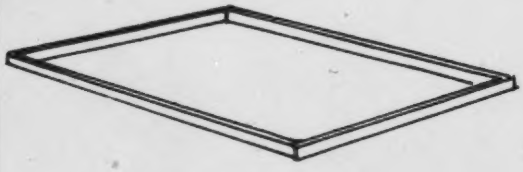
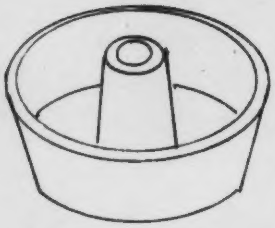
cook pan - a round, shallow cooking container that has a long handle. Pans may or may not have lids.

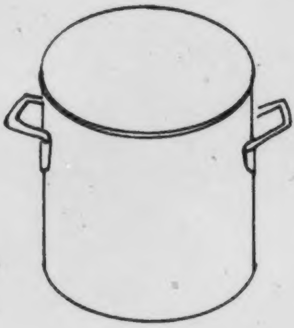
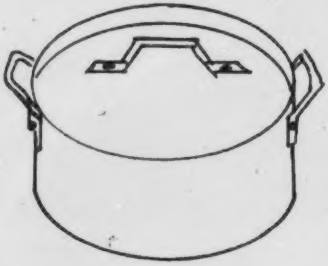
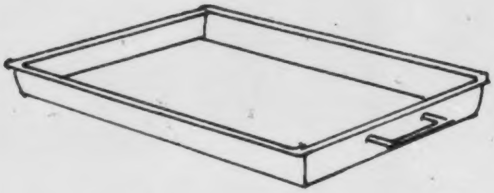
pot - a deep round cooking container that has short handles. Pots usually have lids.

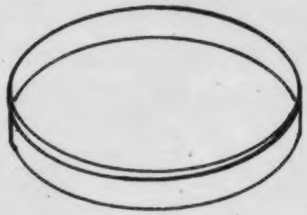
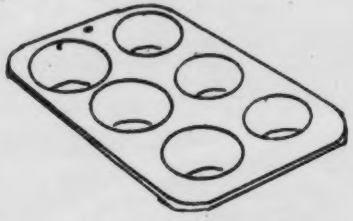
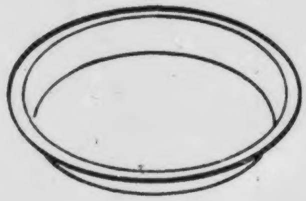
bake pan - a shallow pan used in oven cookery. Bake pans usually do not have handles.

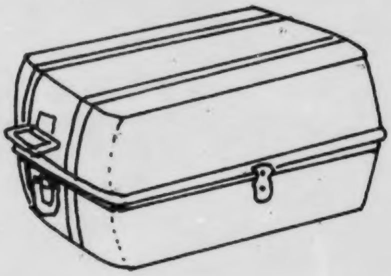
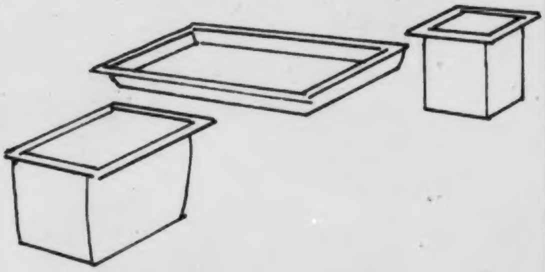
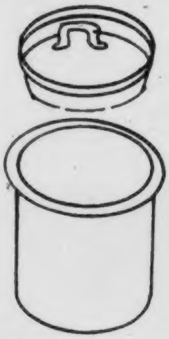
serving line pan - containers that fit in serving lines.

Pans
(Teacher Information Sheet)

PAN	USE
	Used for range top cooking where the solid to liquid is high and stirring or whipping is necessary.
	Used for baking sweets (Cookies, sweet rolls, and sheet pies.) Salads and other foods may be set up on sheet pans, then placed in refrigerator. Sheet pans are also used as trays.
	For sponge cakes and other products requiring a tube pan.

PAN	USE
	For boiling and simmering where a large amount of water in relation to solids is used. (used for foods like turkeys, bones for stock, ham, and some vegetables). Inside rack holds certain foods off bottom of stock pot.
	For searing, braising and stewing.
	For baking products like cakes, cornbread, casseroles, baking apples, macaroni.

PAN	USE
	For baking layer cakes.
	For baking muffins or cupcakes.
	For baking pies.

PAN	USE
	For roasting beef, pork, veal, or other meats in oven or deep frying on top of range.
	For baking or steaming some foods in the same pan in which they are served. Also used as a transfer pan from cooking utensil to hot storage.
	For storage of hot or cold foods.

SMALL EQUIPMENT

Pressure Sauce Pan

COMPETENCY: Ability to follow the correct procedures for the safe use and care of small commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a pressure sauce pan.

WORDS TO KNOW:
- pressure sauce pan
- body
- cover
- cooking rack
- pressure regulator
- vent pipe
- sealing ring
- air vent
- handle

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the pressure sauce pan (C-K)	Watch and listen as your teacher shows and tells you about the pressure sauce pan. How does the pressure sauce pan look? Does the pressure sauce pan have more parts than a regular pan?
Name the parts of the pressure sauce pan (C-K)	Listen as your teacher names the parts of the pressure sauce pan and what each part does. As your teacher points to a part of the pressure cooker, name that part. [NOTE TO TEACHER: See p. 157 for a picture of the pressure sauce pan.]
Describe the functions of the parts of the pressure sauce pan (C-C)	As your teacher names a part of the pressure sauce pan, describe what that part does. Example: The sealing ring is to make the pressure sauce pan cover and the pressure sauce pan body fit together tightly and not let any steam get out.
List foods that can and foods that cannot be cooked in the pressure sauce pan (C-K)	Listen as your teacher lists food items and types of recipes that can and cannot be cooked in the pressure sauce pan. Using a magazine, cut out pictures of food items that could be cooked in the pressure sauce pan. Paste the pictures on cards or sheets of paper. Show the pictures to your class. Were you right in selecting the foods that you did?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	As your teacher names a food item, call out whether or not it could be cooked in the pressure sauce pan.
	Take turns naming foods that can be cooked in the pressure sauce pan.
	Take turns naming foods that cannot be cooked in the pressure sauce pan.
List safe procedures for the pressure sauce pan (C-K)	Listen as your teacher lists the safety rules for the use of the pressure sauce pan. How full can the pan be filled?
	Arrange flash cards with the safety rules for the use of the pressure sauce pan in the correct order.
	Sit in a circle. Go around the circle naming as many safety rules for the use of the pressure sauce pan as you can.
Describe safe procedures for the use of the pressure sauce pan (C-C)	Play "Stop! Do It This Way Instead." (See p. 158.)
Practice the use of the pressure sauce pan (P-GR)	Divide into groups of two. One person will practice putting the rack in the pressure cooker, putting on the cover and placing the pressure regulator on the vent pipe. The other person will remove the pressure regulator, check the air vent, open the pressure sauce pan, and remove the rack. Reverse positions so each student can practice each part.
	With your teacher's help, cook with the pressure sauce pan.
List correct cleaning procedures for the pressure sauce pan (C-K)	Listen as your teacher tells you how to clean the pressure sauce pan.
Describe correct cleaning procedures for the pressure sauce pan (C-C)	Pretend a new employee asks you how to clean the pressure sauce pan. What would you tell the new employee? Is there a part of the pressure sauce pan that can be dangerous if it becomes stopped up? What is that part called? How should you clean that part?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice cleaning the pressure sauce pan (P-GR)	With your teacher's help, clean the pressure sauce pan.
Safely and correctly use and care for the pressure sauce pan (P-M)	Use and care for the pressure sauce pan whenever necessary in the food service laboratory.

WORDS TO KNOW
About the Pressure Sauce Pan
(Teacher Information Sheet)

pressure sauce pan - a container for cooking foods quickly with steam under pressure.

body - the pan that holds food to be cooked.

cover - the lid that fits tightly on the body.

cooking rack - a round slotted disk that fits in the bottom of the pressure sauce pan. It holds foods above water for steaming.

pressure regulator - the part that keeps the pressure in the pressure sauce pan the same at all times.

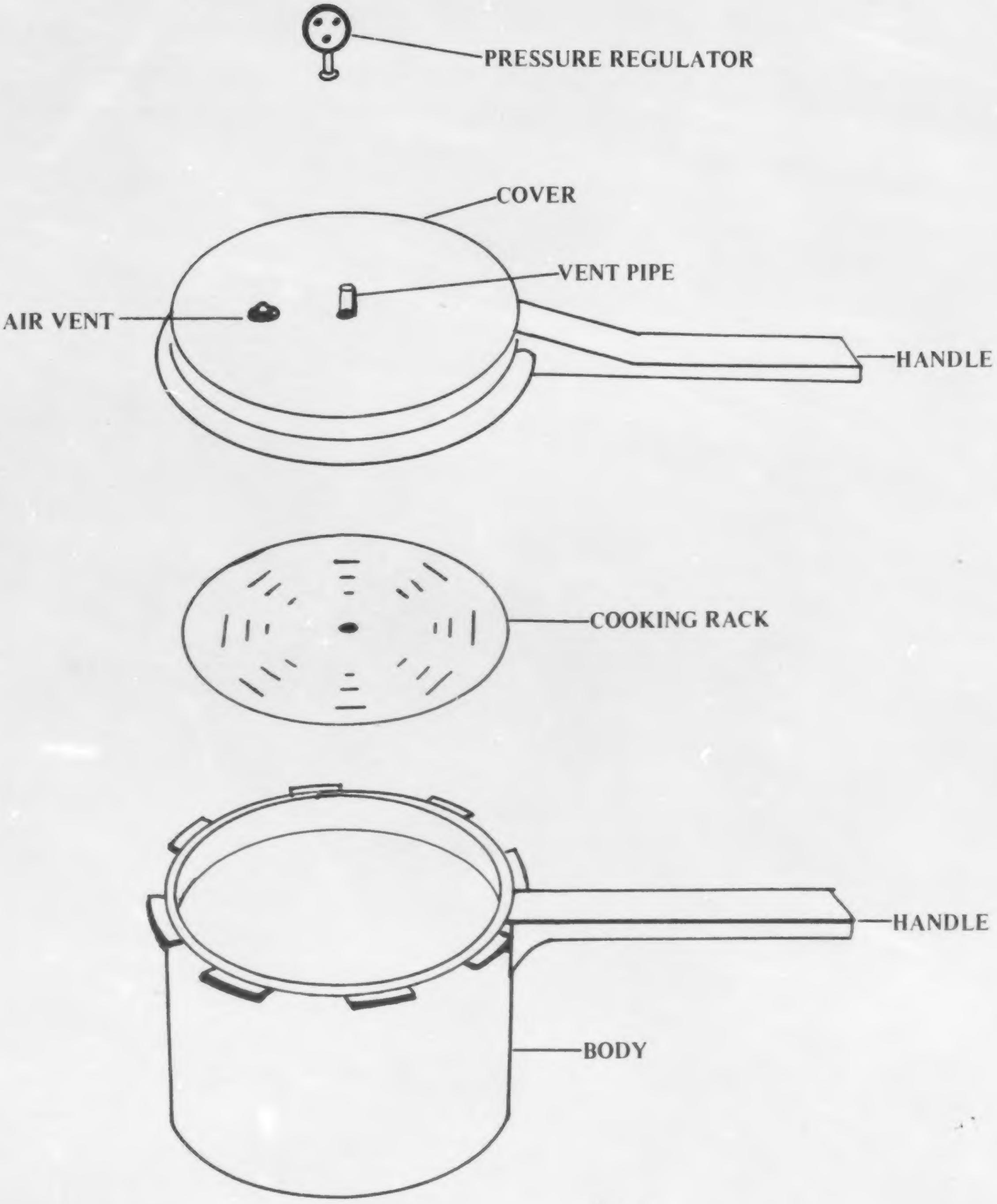
vent pipe - a small tube in the middle of the cover that the pressure regulator is placed on.

sealing ring - the part that fits in the cover and forms a pressure tight seal between the cover and the body.

air vent - the part on the cover that lets extra steam out of the pressure sauce pan.

handle - the part that is held to move and carry the pressure sauce pan.

PRESSURE SAUCE PAN


PRESSURE REGULATOR
COVER
VENT PIPE
AIR VENT
HANDLE
COOKING RACK
HANDLE
BODY

STOP! DO IT THIS WAY INSTEAD

In each of the following stories, tell what should be changed to use the pressure sauce pan safely and correctly.

1) Sam filled the pressure sauce pan to the top with chicken to be stewed. STOP! What should be done instead?

2) Martha is about to cook macaroni in the pressure sauce pan. STOP! What should be done instead?

3) Carol has just finished cooking potatoes in the pressure sauce pan. She removes the pressure sauce pan from the burner and reaches to remove the pressure regulator. STOP! What should be done instead?

4) Ira filled the pressure cooker two-thirds full of pinto beans. STOP! What should be done instead?

5) Ben removed the pressure regulator and started to remove the cover. However, the cover seems to be locked in place. Ben tries to force it off. STOP! What should be done instead?

ANSWERS:

1) The pressure sauce pan should never be filled over two-thirds full. Sam should divide the chicken and cook it in two batches.

2) Macaroni and other foods that tend to foam may block the vent pipe when cooked in the pressure sauce pan should be cooked by another method. Never cook these foods in the pressure sauce pan.

3) Carol should make sure the pressure has been completely reduced before she tries to remove the cover.

4) When cooking beans, the pressure cooker should be filled only one-half full. Ira should remove some of the beans.

5) If the pressure sauce pan cover seems locked or very hard to turn, DO NOT FORCE THE COVER OFF. This means the pressure has not dropped completely. Let the pressure sauce pan cool more.

SMALL EQUIPMENT

Serving Equipment

COMPETENCY: Ability to follow the correct procedures for the safe use and care of small commercial food service equipment.

SUB-COMPETENCY: Ability to safely and efficiently use serving equipment.

WORDS TO KNOW:

serving utensils
- portion scoops
- ladle
- pie marker
- pie server
- serving fork
- serving spoon
- tongs

beverage containers
- beverage server
- punch bowl
- punch cups
- tea urn

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify serving utensils (C-K)	View the serving utensils on the table. Listen as your teacher names each one. (See p. 163.) Repeat aloud the name of each utensil as the teacher holds each one up. Name the serving utensil given to you by your teacher. Pass the utensils one by one around the room. Take turns naming to the class the serving utensil passed to you. Pick out the specific utensil that your teacher names from an assortment of utensils on the table.
Cite the location of each serving utensil (C-K)	Watch as your teacher locates each serving utensil in your laboratory. Repeat the location of each piece. Choose a name of a serving utensil from the list written on the chalkboard by your teacher. Find that utensil in your laboratory.
State the correct procedures for the use and care of serving utensils (C-K)	Watch a demonstration by your teacher on how to use and care for each serving utensil correctly. (See p. 164 for questions that could be asked at this time.)

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Listen to your teacher discuss what types of food each serving utensil should be used for.
	Name the correct utensil to use for serving each food as your teacher shows pictures on the flip chart of food items. [NOTE TO TEACHER: Point-out to students that several different serving utensils could be suitable to serve each food. The type of serving utensil used to serve each food will vary from one food service facility to another.]
	Select a picture card from the cards provided by your teacher. Each card will have a picture of a food on it. Tell the class what serving utensil would be suitable to serve the food named on the card chosen.
Explain the correct procedure for the use and care of serving utensils (C-C)	Select a name of a serving utensil from the list of utensils on the chalkboard. Locate it in your laboratory and describe to the class in your own words how to use and care for it.
Attempt to properly use and care for serving utensils (P-GR)	Divide into groups of two. Practice using the serving utensils correctly. Your partner and your teacher will give you suggestions for improvement. [NOTE TO TEACHER: Simulated food items can be used for students to practice using the serving utensils. Examples: Shortening can be used to practice the portion scoops. (water--ladle; styrofoam--pie marker; styrofoam--pie server; pieces of sponge--serving fork; salt, flour, corn meal--serving spoon; styrofoam or pieces of sponge--tongs) After students have practiced on simulated food items, real food can be used for this learning activity.]
Identify beverage containers used in food service (C-K)	Look at pictures of beverage containers used in food service as your teacher names each. What is a beverage container? Name the item as the teacher holds up a picture.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the location of each beverage container used in food service (C-K)	Watch as your teacher shows you where each beverage container is located in the laboratory.
	As your teacher shows you a picture of a food service container, tell where it is located in the laboratory.
State procedures for use and care of the beverage containers used in food service (C-K)	Watch a demonstration to learn the correct use and care of beverage containers used in food service. Why is it important to check that the punch bowl is not warm before adding cold punch? How should you keep a ladle from dripping? How should you refill the punch bowl at the table?
	Watch a demonstration to learn the correct use and care of a pitcher in food service. How is a napkin used to keep the pitcher from dripping? What is the purpose of the ice lip on the pitcher? How do you support a pitcher that is heavy when filled with ice? What utensils is used when handling ice cubes? What utensil is used when handling cracked ice?
Practice the correct procedure using beverage containers (P-GR)	Demonstrate the correct way to serve punch from the punch bowl using a ladle.
	Demonstrate the correct way to fill a water glass from a pitcher. How full should you fill the glass?
Use correct procedures for use and care of serving utensils and beverage containers (P-M)	Use and care for serving utensils and beverage containers correctly as needed throughout the school year.

WORDS TO KNOW
About Serving Equipment
(Teacher Information Sheet)

Serving Utensils

portion scoops - a tool with a small bowl on one end and a handle on the other end. It is used to scoop out ice cream, gelatin, or whipped potatoes in round portions.

ladle - a tool with a cup-like dipper on one end and a long handle on the other end. It is used to serve liquids such as gravies, salad dressings, soups, sauces, and punch.

pie marker - a tool which can be pressed onto then lifted from a pie to mark it for cutting into even pieces.

pie server - tool shaped like a piece of pie. It is used to remove pieces from the pan onto individual plates.

serving fork - a tool with pronged sharp points on one end. It is used to carry food from serving platter to plates.

serving spoon - a tool with a small bowl on one end and a handle on the other end. It is used to carry food from serving bowl to individual plates or bowls.

tongs - tool used to serve food items such as ice cubes or rolls without touching them with the hands.

Beverage Containers

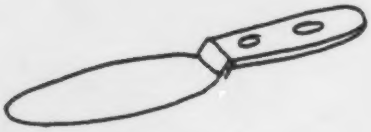
beverage server - a container with a lip and a handle. It is used to serve any kind of liquid.

punch bowl - large container used to hold punch.

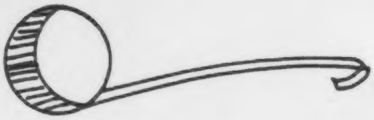
punch cups - small cups with a handle used for punch.

tea urn - a closed container with a spigot used to serve a hot drink.

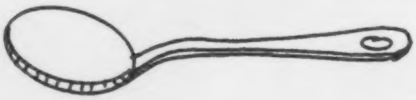
PORTIONING TOOLS



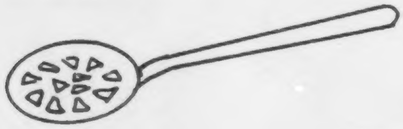
Pie Knife or Server



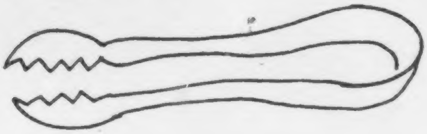
Ladle



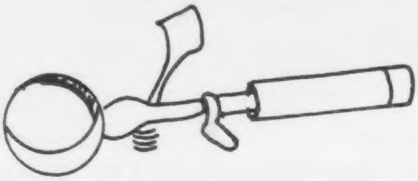
Serving Spoon



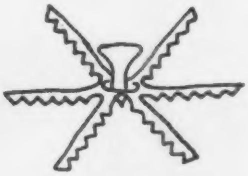
Pierced Spoon



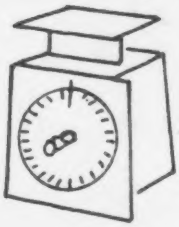
Pom Tongs



Dipper



Pie Marker



Scale

QUESTIONS
(Teacher Information Sheet)

1) Why is it important to keep serving equipment in the correct storage place?

2) Why is it important to keep serving equipment clean?

3) portion scoop - How is the ice cream released from the dipper? Why is it a good idea to dip the dipper in water before dipping it in the ice cream? Why should the ice cream dipper be washed when you change flavors of ice cream?

4) pie marker - How is a pie marker used? Why is it a good idea to mark the pie into pieces before cutting it? Why should you always wash the pie marker before using it on another pie?

5) pie server - What does a pie server look like? Why is a pie server better to use than just a knife when removing pieces of pie from the pan?

6) serving fork - When should you use a serving fork instead of a serving spoon?

7) serving spoon - Why is it better to use a serving spoon instead of a regular teaspoon when serving a large portion of food on a plate?

8) tongs - Why is it important to use tongs instead of your fingers when serving ice or rolls? Do serving tongs and kitchen tongs look alike?

SMALL EQUIPMENT

Linens

COMPETENCY: Ability to follow the correct procedures for the safe use and care of small commercial food service equipment.

SUB-COMPETENCY: Ability to use appropriate linens for specific task.

WORDS TO KNOW:

- linens
- place mat
- tablecloth
- napkins
- dish cloth
- dish towel
- linen closet

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify linens used in food service (C-K)	Listen to your teacher define each type of linen. What is a tablecloth? What are place mats? Why is it important to know the different types of linens? Name the different types of linens as the teacher holds each one up.
Cite the correct procedure for laying a tablecloth (C-K)	Watch the teacher demonstrate the correct way to lay a tablecloth. What is the guide for centering the cloth on the table? [NOTE TO TEACHER: Steps for laying a tablecloth are listed on p. 169.]
Describe the correct procedure for laying a tablecloth (C-C)	Explain in your own words, the steps to follow in correctly laying a tablecloth.
Attempt to use the correct procedure for laying a tablecloth (P-GR)	Practice the correct way to lay a tablecloth on the table, remembering your teacher's demonstration. Let your teacher and classmates suggest ways to improve.
State the correct way to lay place mats on the table (C-K)	Watch as your teacher lays place mats on the table correctly. How close to the edge of the table are the place mats placed? Are the place mats nicely pressed? Is there a right side and a wrong side? Are the place mats exactly in front of each chair? Do the place mats overlap?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe the correct way to lay placemats on the table (C-C)	Tell in your own words, the correct way to lay place mats on the table.
Attempt to lay a place mat on the table correctly (P-GR)	Lay the place mats on the table correctly. Have your teacher and classmates check to see if they are in the right place.
Note correct procedures for folding napkins in food service (C-K)	View flip chart to learn the steps in folding a napkin. [NOTE TO TEACHER: Make a flip chart using the illustrations for ways to fold a napkin on p. 170. It is suggested that each step be on a separate page of the flip chart so the students can focus on one step at a time.] Watch your teacher demonstrate several ways to fold a napkin.
Attempt correct ways to fold a napkin (P-GR)	Practice folding a napkin following the correct steps.
State the correct procedure in filling a napkin dispenser (C-K)	Watch your teacher correctly fill the napkin dispenser with napkins. Why should paper napkins not be folded? What happens if the dispenser is filled too full? Which side of the napkin should be up?
Practice filling dispenser with paper napkins (P-GR)	Divide into groups of two. Fill the napkin dispenser correctly, remembering your teacher's demonstration.
Note the correct procedure for storing linens (C-K)	Listen to your teacher discuss the correct way to store linens. Why is it important to clean all linens before storage? Why is it important to rotate linens? Does one need to stack all the identical linens together? Why or why not?
Describe correct procedures for storing linens (C-C)	Name as many rules as you can for storing linens. Explain why each rule is important and what might happen if the rules were not followed.
Display a desire to use and care for linens correctly (A-V)	Without being told, use the correct linens for tasks in the laboratory. Store linens correctly in the food service laboratory.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Perform correct procedures for use and care of linens (P-M)	Use the correct steps when folding napkins, laying tablecloths, placing place mats on table, and filling napkin dispensers.

WORDS TO KNOW
About Linens
(Teacher Information Sheet)

linens - articles made of cloth or paper. Table linens are tablecloths, napkins, and place mats. Kitchen linens are dish towels and dish cloths.

place mat - a mat made of cloth, paper, or plastic which is large enough for the dishes and utensils for one person.

tablecloth - linen used as covering to spread over the table before places are set.

napkin - a piece of cloth or paper used when eating to protect clothing and to wipe lips and fingers.

dish cloth - a piece of cloth used to wash dishes, glasses, silverware, utensils, and pots and pans.

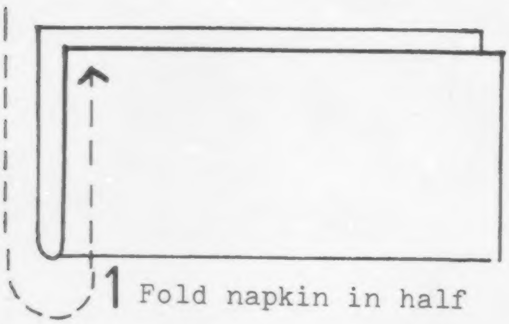
dish towel - a piece of cloth used to dry dishes, glasses, silverware, utensils, and pots and pans.

linen storage - an area where all linens are stored.

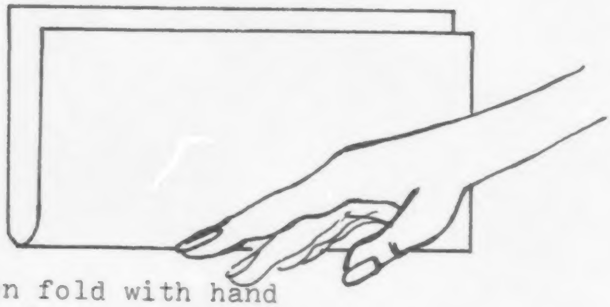
LAYING A TABLECLOTH
(Teacher Information Sheet)

1) Thoroughly wash the table.
2) When tablecloth is properly folded, it will be folded in four parts. Place the folded tablecloth on the table.
3) Take hold of the bottom edge of the folded tablecloth. With a smooth movement, lift the tablecloth to cover one-half of the table.
4) Take hold of outer edge of tablecloth. Gently pull the cloth toward you until the entire table is covered.
5) Use the press lines as guides to center the cloth.

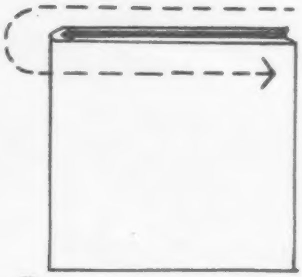
FOLDING A NAPKIN



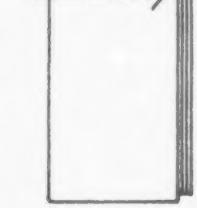
1 Fold napkin in half



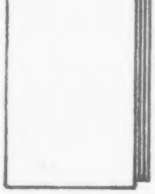
2 Flatten fold with hand



3 Fold napkin in half



4 Fold in half



5 Folded napkin with all edges even

LARGE EQUIPMENT

Cleaning and Disposer Equipment

COMPETENCY: Ability to follow correct procedures for the safe use and care of major commerical food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for cleaning and disposer equipment.

WORDS TO KNOW:

- dishwashing machine
- garbage disposal
- pot and pan sink
- drainboard
- strainer pan
- drain handle
- ON/OFF switch
- glassware
- flatware
- stand
- stack
- flat rack
- pegged rack
- glass and silver rack
- flatware cylinder
- utensils
- spatula
- scrape
- prerinse
- presoak
- detergent
- compartment

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the reasons a dishwashing machine is used in food service (C-K)	Discuss how dishes are washed in your home. Suggested questions: How are dishes washed in your home? Are they washed by hand or by machine? What is used to wash dishes? Feel the outside of the two containers of water. Do you feel a difference? Can your hands stand to touch water hot enough to kill germs? [NOTE TO TEACHER: Prepare two containers of water. Fill one with water heated to 180° and one with water than is comfortable to the hands.]
Identify the commercial dishwashing machine (C-K)	Watch as your teacher shows you the dishwashing machine in the food service laboratory. Suggested questions: What does the dishwashing machine look like? If you told another person about the dishwashing machine, what would you say about it?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Go to the school cafeteria and find the dishwashing machine. Suggested questions: Did knowing what the dishwashing machine in your laboratory looked like help you to recognize the cafeteria dishwashing machine?
Identify the kinds of dishwashing machine racks (C-K)	Listen as your teacher shows and explains the two types of racks found in dishwashing machines. View a transparency showing the flat dishwashing machine racks and pegged dishwashing machine racks. (See p. 178.) Identify the two types of racks by name.
Describe the types of items that would be placed on the different type of racks (C-C)	Observe a teacher demonstration on racking the dishes. What types of items go on pegged racks? What type of items go on flat racks?
Show the correct rack placement of dishes, flatware, glasses, and utensils (C-Ap)	As the teacher holds up various items, decide which rack it would be placed on. Discussion questions: Does the item need to be laid flat in order to be thoroughly cleaned? Does the item need to be placed securely on or between pegs?
Explain why the racks should not be overloaded (C-C)	Listen as your teacher explains the danger of overloading the rack. Will the dishes get clean if they are too close together? What may happen if the force of the water causes the dishes to bump together? Would customers want to eat from chipped or cracked dishes? Would your employer be happy about having to spend money to replace the dishes? What might happen if you had to lift the rack to move it?
Practice loading the dishwashing machine racks (P-GR)	Load the dishwashing machine racks after a meal. Ask your teacher to check your work before you wash the dishes.
Explain the steps in using the dishwashing machine (C-C)	Observe as your teacher demonstrates the steps in getting the dishwashing machine ready to use. Watch where your teacher puts the detergent and how much detergent is used? [NOTE TO TEACHER: Use flash cards or a flip chart in your presentation. The same visual aids can be used in a later learning experience.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice preparing the dishwashing machine for use (P-GR)	With flash cards or a flip chart as a guide, practice preparing the dishwashing machine for use. Try to prepare the dishwashing machine without looking at the flash cards or flip chart. Ask your teacher to check your work.
Explain safe procedures for using a dishwashing machine (C-C)	Listen as your teacher explains safety tips related to the dishwashing machine. Discussion questions: Why can a machine that uses hot water be dangerous? Why can an electrical machine be dangerous? Why can a detergent be dangerous? Why should dishes and glassware be handled carefully at all times? Why is the power switch turned off before the machine is cleaned? Why is it important to clean the floor immediately when something is spilled? Put detergent in your hand. Leave it for a few seconds. Feel how hot it becomes. [NOTE TO TEACHER: Have students form a line at the sink. Place a spot of detergent in the first person's hand for just a moment, then have the person wash the area thoroughly. Continue throughout the line. Make sure students do not try to taste the detergent.] Listen as your teacher explains that detergent could burn your eye if you happened to get some detergent in your eye. Listen as your teacher explains what to do if detergent gets in your eye. What should you do if detergent gets in your eye? What should you do if detergent gets on your skin?
Practice safe procedures as you operate the dishwashing machine (P-GR)	With your teacher's help, use safe and correct procedures in loading, operating, unloading, and cleaning the dishwashing machine.
Operate the commercial dishwashing machine (P-M)	Use the dishwashing machine without help to wash dishes used in the food service laboratory.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the sequence in the cleaning of the dishwashing machine (C-K)	Watch as an experienced operator demonstrates cleaning the dishwashing machine. Discussion questions: Why do you turn off the power switch? What parts do you take out and clean? How do you clean the inside? How often do you clean the dishwashing machine? What types of cleaning should be done after each meal? What types of cleaning should be done weekly?
Follow the sequence of cleaning the dishwashing machine (P-GR)	Under the supervision of your teacher, actually clean the dishwashing machine.
Identify the pot and pan sink (C-K)	Watch as your teacher shows you the pot and pan sink in the laboratory.
Name the parts of the pot and pan sink (C-K)	Listen as your teacher names each part of the pot and pan sink.
	As your teacher points to a part of the pot and pan sink, call out the name of the part.
	As your teacher calls out the name of a part, touch that part of the pot and pan sink.
Describe the uses of the pot and pan sink (C-C)	Listen as your teacher explains the uses of the pot and pan sink. Why should dishes be presoaked? Why should dishes be washed? Why should dishes be rinsed and sanitized? What are drainboards used for?
	Form teams of five people. Each person on the team will tell the use of one part of the pot and pan sink: drainboard by the presoaking compartment, the presoaking compartment, the washing compartment, the rinsing and sanitizing compartment, and the drainboard by the rinsing and sanitizing compartment.
Practice using the pot and pan sink (P-GR)	With your teacher's help, practice washing large items in the pot and pan sink.
Use the pot and pan sink (P-M)	Use the pot and pan sink whenever needed in the food service laboratory.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List the procedures for cleaning the pot and pan sink (C-K)	Watch and listen as your teacher demonstrates cleaning the pot and pan sink. Especially notice how your teacher gets rid of grease build-up, removes waste from the sink, and cleans stainless steel.
Explain the importance of cleaning the pot and pan sink (C-C)	Discuss with your classmates the importance of cleaning the pot and pan sink. Can dishes be any cleaner than the sink in which they are washed? Why? Is it important for the pot and pan sink to be clean? Why?
Practice cleaning the pot and pan sink (P-GR)	With your teacher's help, clean the pot and pan sink. What type of cleaner is used?
Use proper procedures for cleaning the pot and pan sink (P-M)	Clean the pot and pan sink whenever needed in the food service laboratory.

WORDS TO KNOW
About Cleaning and Disposer Equipment
(Teacher Information Sheet)

dishwashing machine - a machine that cleans dishes, glasses, flatware, utensils, pots, and pans.

garbage disposer - an electric machine that grinds most food wastes.

pot and pan sink - a sink for washing large items. It is attached to the wall. It has a piped in supply of water. It has a drain to let out the dirty water. Pot and pan sinks have two or more tubs used to presoak, wash, rinse, and sanitize large items.

compartment - one tub of the pot and pan sink.

drainboard - shelves at each end of the pot and pan sink. The drainboard by the presoaking compartment is used for stacking dirty dishes. The drainboard by the rinsing and sanitizing compartment is used as a place for dishes to air dry.

strainer pan - pan with small holes that fits in the dishwashing machine. It catches bits of food that were not removed by rinsing or scraping.

drain handle - the part that opens and closes the drain in the dishwashing machine.

ON/OFF switch - the part that makes the dishwashing machine stop and go.

glassware - the glasses used at the table.

flatware - all the knives, forks, and spoons used at the table.

stand - put dishes on edge.

stack - set one dish on top of the other.

flat rack - dishwasher tray with a flat bottom.

pegged rack - dishwasher tray with pegs in bottom

glass and silver rack - tray that holds glasses and flatware in the dishwashing machine.

flatware cylinder - round container that holds flatware standing on end.

utensils - tools used in food preparation.

spatula - a tool used to scrape dishes.

scrape - to use a tool to push food off of dirty dishes.

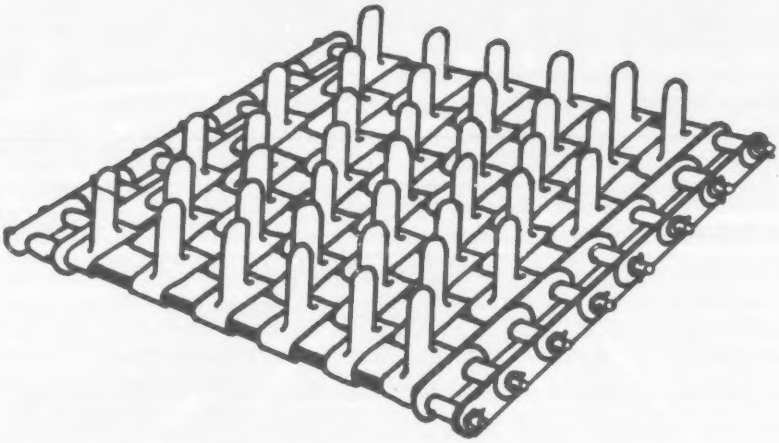
prerinse - wash dishes lightly with water before they are put in the dishwashing machine.

presoak - to leave dishes and utensils in hot soapy water to clean away baked on or dried on food.

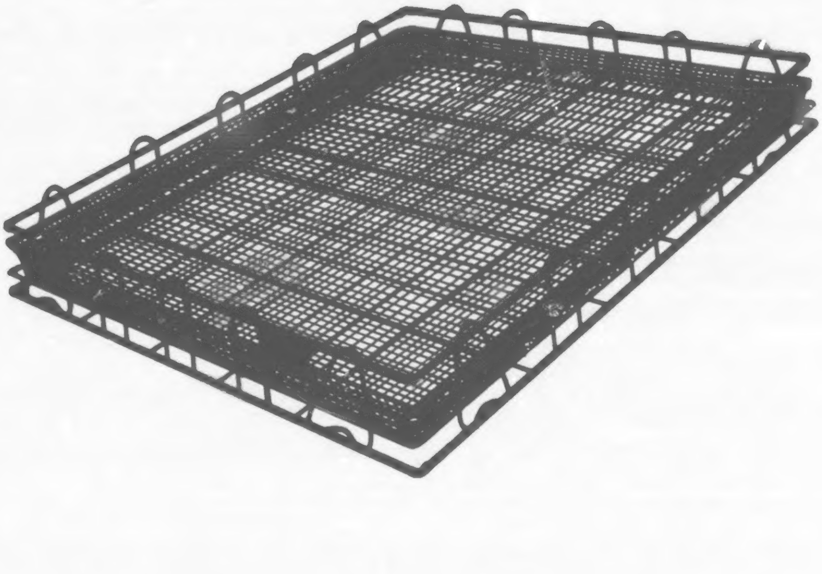
detergent - a powder like soap that is used for cleaning.

Dishwashing Machine Racks

Pegged



Flat



LARGE EQUIPMENT

Garbage Disposer Equipment

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a garbage disposer.

WORDS TO KNOW:
garbage disposer
garbage
trash
grind

Other terms may be added as needed for your particular type of garbage disposer.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify equipment used for trash and garbage disposal (C-K)	Listen as your teacher explains the difference between trash and garbage. Name equipment needed for disposing of trash and garbage.
Compare garbage and trash cans and their uses (C-C)	Watch as your teacher shows you the containers in your classroom and in the food service laboratory that are used to hold trash and the containers used to hold garbage. What is the difference between trash and garbage? What does the garbage can in your laboratory look like? What does the trash can in the food service laboratory look like? Do the cans have lids? Why? From a sheet with several pictures (see p. 184) mark the cans you would select for garbage. Which of the cans on the worksheet would you use for trash? As your teacher calls out various items, decide as a group if the item should be placed in the garbage can or in the trash can.
Identify the garbage disposer (C-K)	Watch as your teacher shows you the garbage disposer and tells you about its parts. Visit the school cafeteria. Find the garbage disposer there. Is the garbage disposer in the cafeteria like the garbage disposer in the food service laboratory?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
State the function of a garbage disposer (C-K)	Listen as your teacher tells the function of the garbage disposer.
	Listen as your teacher turns the garbage disposer on. What kind of noise does the garbage disposer make? What does the garbage disposer do to food wastes?
List safety measures related to the garbage disposer (C-K)	Listen as your teacher explains safety measures related to the garbage disposer. Why is it important to keep your hands away from the garbage disposer? Should you push food into the disposer when it is running? Should you put bones in the garbage disposer?
Explain safety measures related to the garbage disposer (C-C)	Take turns describing for a partner the safety rules related to the garbage disposer.
Attempt to use the garbage disposer (P-GR)	Watch your teacher use the garbage disposer. Under your teacher's supervision, use the garbage disposer. [NOTE TO TEACHER: The students can make a green salad, potato salad, or fruit salad in class and then practice disposing of the peelings and other food waste that can be ground by the disposer. For additional practice, ask the school cafeteria staff to save food waste that can be put in the garbage disposer.]
Name the types of waste that should be put in the garbage disposer (C-C)	Listen as your teacher explains the types of food waste that should be put in the garbage disposer.
	As your teacher calls out types of garbage wastes and other items, answer whether or not it should be placed in the garbage disposer. [NOTE TO TEACHER: Whenever it is possible, show real items to make this experience more meaningful. You might also name items such as "your fingers" and "a fork" to stress correct and safe usage.]
List the steps of proper garbage disposer use (C-K)	With your teacher's help, make a list of the steps you followed as you used the garbage disposer. (See p. 184.)

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Look at pictures of the steps in using the garbage disposer. Shuffle the pictures. As a class, arrange the pictures in the correct order.
Describe the steps of proper garbage disposer use (C-C)	Using pictures of the steps in using the garbage disposer explain for your class the way to use the garbage disposer shown in the picture. Which should be turned off first: the garbage disposer or the water. Why should the water be allowed to run for about a minute after the disposer is turned off?
Practice using the garbage disposer (P-GR)	Practice using the garbage disposer under your teacher's supervision.
Operate the garbage disposer (P-M)	Use the garbage disposer with confidence. [NOTE TO TEACHER: These last two objectives can be achieved by using the garbage disposer as a part of the higher objectives listed under "Dishwashing Machines."]

WORDS TO KNOW
About Garbage Disposer Equipment
(Teacher Information Sheet)

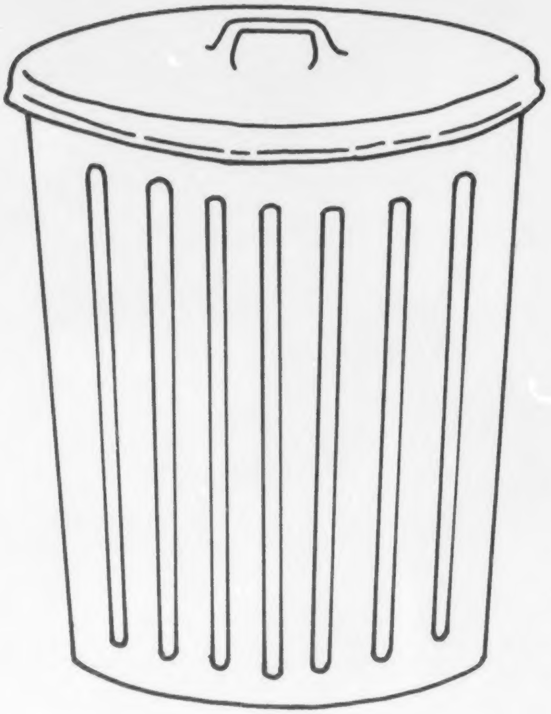
garbage disposer - machine that grinds most food waste.

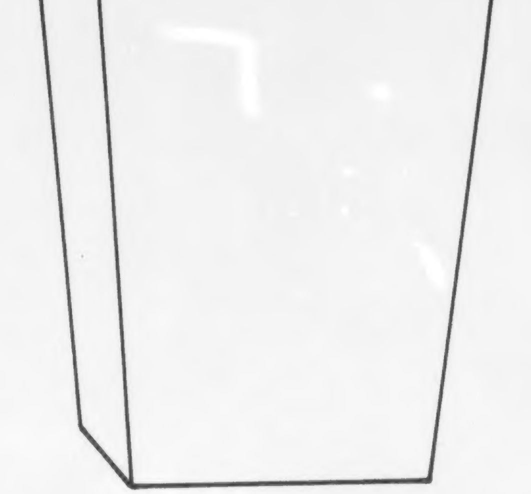
garbage - food items to be thrown away.

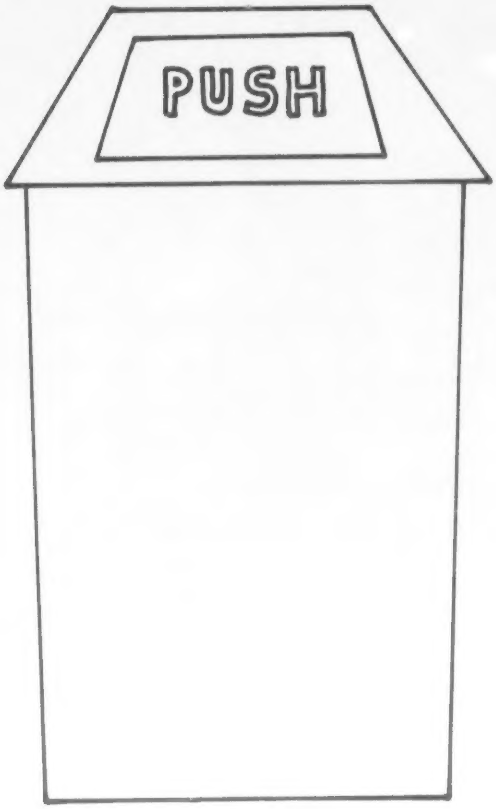
trash - non-food items to be thrown away.

grind - to break into very small pieces.

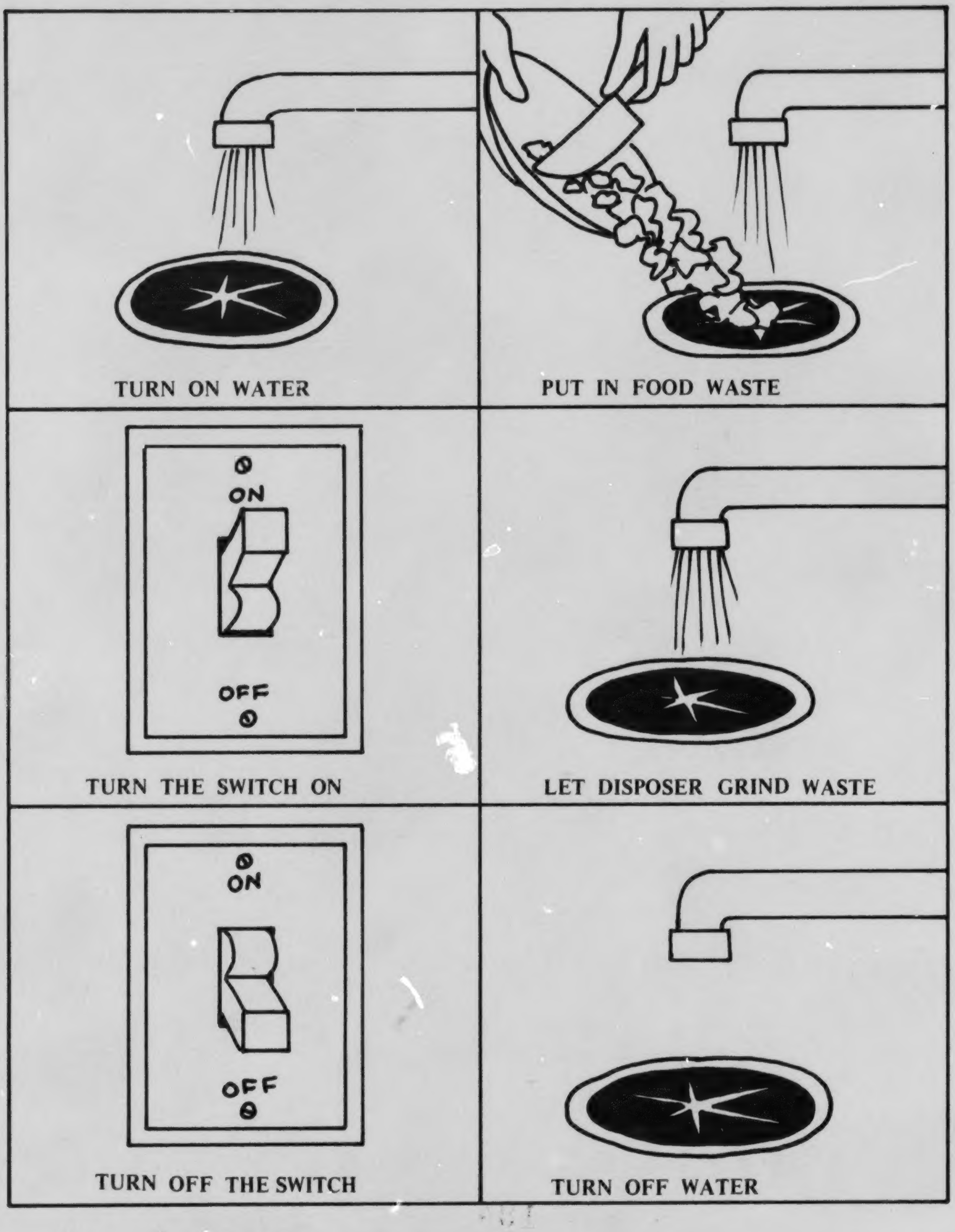
*Other terms may be added as needed for your particular type of garbage disposal.






PUSH

STEPS IN OPERATING THE GARBAGE DISPOSAL


TURN ON WATER
PUT IN FOOD WASTE
ON
OFF
TURN THE SWITCH ON
LET DISPOSER GRIND WASTE
ON
OFF
TURN OFF THE SWITCH
TURN OFF WATER

LARGE EQUIPMENT

Tea Urn

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a tea urn.

WORDS TO KNOW:

tea
tea oils and acids
tea urn
spigot
steep
delime

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the tea urn (C-K)	View pictures of several types of tea urns. Using the pictures of tea urns, identify the type of tea urn used in the food service laboratory.
Identify the parts of the tea urn (C-K)	Watch and listen as your teacher points to and names each part of the tea urn used in the food service laboratory. As your teacher points to a part of the tea urn, name that part.
Name the items needed to make tea (C-K)	Listen as your teacher names and shows the items needed to make tea. Sit in a circle. Going around the circle, each person will name an item needed to make tea. No item can be repeated until all items have been named. If you are unable to answer, you must move back out of the circle. [NOTE TO TEACHER: This game may continue until there is only one student left in the circle or until each student left is able to name all the items needed to make tea.]
List the procedures used in making tea (C-K)	Listen as your teacher states the procedures used in making brewed tea and tells you how much water and tea to use in making tea. What happens if too much tea is used? What happens if too much water is used?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe the procedures used in making tea (C-C)	When your teacher names steps in making tea, describe for the class the correct way to carry out this procedure.
Practice assembling the items needed to make tea (P-GR)	Take turns selecting the items needed to make tea from a display assembled by the teacher. [NOTE TO TEACHER: Include in the display various inappropriate items such as metal pots and coffee.]
Practice making tea (P-GR)	With your teacher's help make tea for the tea urn.
List the procedures used in operating the tea urn (C-K)	Listen as your teacher explains how to operate the tea urn.
	Tell a partner how to operate the tea urn.
Describe the procedures in using the tea urn (C-C)	Describe to another student the correct way to use the tea urn.
Practice the operation of the tea urn (P-GR)	Under your teacher's supervision, use the tea urn.
List correct cleaning procedures for the tea urn (C-K)	Listen as your teacher tells you how to clean the tea urn. [NOTE TO TEACHER: General cleaning procedures can be found on p. 189.]
Describe correct cleaning procedures for the tea urn (C-K)	Pretend you are explaining to a new employee the right way to clean the tea urn.
Practice cleaning procedures on the tea urn (P-GR)	Clean the tea urn as a partner tells you the steps involved. Let your teacher check your work.
Operate and maintain the tea urn (P-M)	Collect items for making tea. Make tea. Clean the tea urn.
	Prepare tea as needed in the food service laboratory.
	Clean the tea urn when you are assigned to do so.

WORDS TO KNOW
About the Tea Urn
(Teacher Information Sheet)

tea - a drink made by soaking tea leaves in hot water. It may be served hot or cold.

tea oils and acids - substances in tea. If the tea urn is not cleaned well to remove tea oils and acids, they will cause tea made in the urn to taste bad.

tea urn - a closed container with a spigot used to serve a hot drink.

spigot - the faucet that is turned or pushed to let tea come out of the tea urn.

steep - to soak tea leaves in hot water.

delime - to clean away the film left by water.

CLEANING PROCEDURES
For the Tea Urn
(Teacher Information Sheet)

THINGS TO NOTICE: Substances left on the inside of the tea urn.

When to Clean	How to Clean
Daily	1. Rinse the urn with cold water after using.
	2. Fill the urn with water that is 140°-160° F. to just above the tea stain line.
	3. Add cleaner to the urn.
	4. Draw off about one-half gallon of the solution and pour it back into the top of the urn.
	5. Allow this solution to stand until the stain is loosened. Be sure to hang a warning tag on the urn while it is being cleaned.
	6. Drain solution as you brush the sides of the urn with a brush.
	7. Rinse the urn two or three times.
	8. Clean the outside with a good all-purpose cleaner.
	9. Wipe the urn dry and polish it with a clean dry cloth.
Weekly	1. Follow steps 1-9 above, but use hotter water, more or stronger cleaner, and allow the solution to stay in the urn several hours or overnight.

TIPS: Keep the urn clean at all times so you can be sure of serving good tea.

SAFETY HINT: If a cleaning solution is left inside the tea urn, put a note on it so no one will use it by mistake.

LARGE EQUIPMENT

Coffee Brewer

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a coffee brewer.

WORDS TO KNOW:

- coffee
- brew
- coffee brewer
- serving pot
- brewing basket
- filter
- heating element
- ON-OFF switch
- start button
- indicator light
- coffee grounds

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the coffee brewer (C-K)	View a poster of various types of coffee brewers. [NOTE TO TEACHER: Cut out pictures of various coffeemakers from commercial equipment catalogs. Mount them on a poster.] With your teacher's help, find the coffee brewer in your laboratory. Does the coffee brewer in your laboratory look like the ones on the poster? View a bulletin board of an enlarged picture of the coffee brewer in your laboratory. [NOTE TO TEACHER: Using the manufacturer's instruction manual pictures as a guide, make a bulletin board of the type of coffee brewer in your laboratory.]
Name the parts of the coffee brewer (C-K)	Listen as your teacher names and points to each part of the coffee brewer on an enlarged picture and on the coffee brewer in your laboratory.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	View a transparency of the coffee brewer in your food service laboratory. On a matching hand-out, color the parts as the teacher points to them. [NOTE TO TEACHER: Use the pictures from your manufacturer's instruction manual or the picture on p. 194 as a guide to make the transparency. As you name each part, tell the students to color it a particular color. Example: "This is the serving pot. Color it brown."]
	As your teacher points to various parts on the coffee brewer in your laboratory, name each part aloud.
	With your teacher's help, make labels for the enlarged coffee brewer picture on the bulletin board. [NOTE TO TEACHER: If your students cannot write, you can make the labels as they call out the names.]
Name the function of each part of the coffee brewer (C-K)	Listen as your teacher explains what each part of the coffeemaker does.
Describe the function of each part of the coffee brewer (C-C)	As your teacher points to a part on the enlarged picture of the coffee brewer on the bulletin board, explain what it does.
List the items needed to make coffee (C-K)	Watch your teacher gather the items needed to make coffee. [NOTE TO TEACHER: As you get each item, tell the students what the item is and where the item is stored in the laboratory.]
	Name the items needed to make coffee. What items did you use when you made coffee in the food service laboratory? What items did your teacher get together to make coffee? Where is each item stored?
Attempt to collect the items needed to make coffee (P-GR)	Divide into teams to collect the items needed to make coffee. Practice until you can gather the needed items quickly and correctly.
List the steps for operating the coffee brewer (C-K)	Listen as your teacher tells the steps in coffee making.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	View transparencies of the steps for making coffee as your teacher explains them. (See p. 195.)
	With your teacher's help, use flash cards to learn the steps for making coffee. Mix the cards up and then arrange them in the correct order. [NOTE TO TEACHER: Use the transparency pictures on p. 195 as a guide for making flashcards.]
List safety rules for operating the coffee brewer (C-C)	View a flip chart of safety rules that apply to the coffee brewer. [NOTE TO TEACHER: Get safety rules from the manufacturer's instruction manual and from the story, "Mary Makes Coffee," on p. 196.]
Explain the safety rules for operating the coffee brewer (C-C)	Listen as your teacher reads a story about making coffee in which safety rules were broken. After the story, name the rules that were broken.
Practice the procedure for making coffee in the coffee brewer (P-GR)	With your teacher's help make coffee in the coffee brewer. Serve the coffee.
State the procedures for thorough cleaning of the coffee brewer (C-K)	Watch your teacher clean the coffee brewer. [NOTE TO TEACHER: Look in the manufacturer's instruction manual for the correct cleaning procedure for the model of coffee brewer in your laboratory. General cleaning procedures can be found on p. 197.]
	With your teacher's help, list steps for thorough cleaning of the coffee brewer. Did you leave anything out? Are the steps in the right order?
Describe the steps in cleaning the coffee brewer (C-C)	Take turns pretending you are telling someone who doesn't know about using the coffee brewer the correct way to use and clean it. Listen as your teacher comments on the methods you describe. Was the information you gave correct? Were the steps given in the right order?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice the procedures for cleaning the commercial coffee brewer (P-GR)	With your teacher's help, clean the coffee brewer after using it to make coffee.
Carry out the procedures for proper operation and cleaning of the coffee brewer (P-GR)	With your teacher checking as you go, prepare coffee for classmates' coffee breaks and clean the coffee brewer. [NOTE TO TEACHER: This experience may also be used at parent conferences, open houses, and for guests.]
Operate the commercial coffee brewer without assistance (P-M)	Prepare coffee for the teachers' lounge as needed. Check the lounge periodically to determine when additional coffee should be made or when teachers report that the pot is empty. [NOTE TO TEACHER: Allow students to make coffee for the teacher's lounge on a rotating basis. Post a schedule of these duties in your classroom. This experience should continue until students are able to operate the coffee brewer without assistance. This experience does not necessarily need to continue past the time when students are able to operate the coffee brewer without assistance.]
	Begin a coffee service for teachers, office workers, and custodians.
	Prepare coffee as needed in the food service laboratory.

WORDS TO KNOW
About the Coffee Brewer
(Teacher Information Sheet)

coffee - a beverage made from the roasted and ground seeds of the coffee plant. It is usually served hot.

brew - to soak in hot water.

coffee brewer - a machine used to make coffee.

serving pot - a container that holds the brewed coffee.

brewing basket - a container that holds the filter and coffee grounds.

filter - a piece of paper or cloth that holds the coffee grounds in the brewing basket. The filter holds the grounds while water runs through them.

heating element - a round metal plate on the coffee brewer that is used to keep the coffee hot.

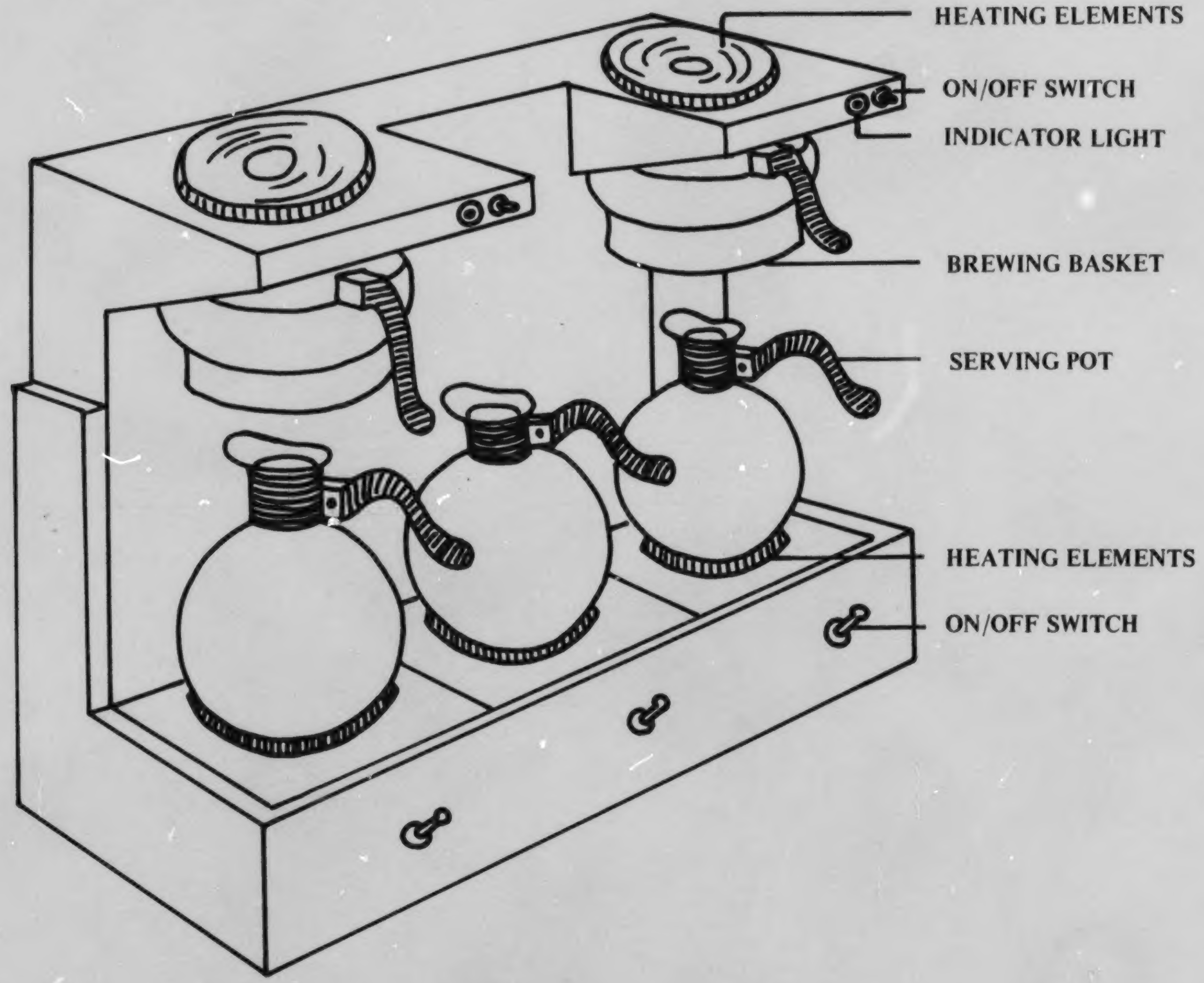
ON-OFF switch - the part of the coffee brewer that makes it stop and go.

start button - the part of the coffee brewer that is pushed to make the machine start to make coffee.

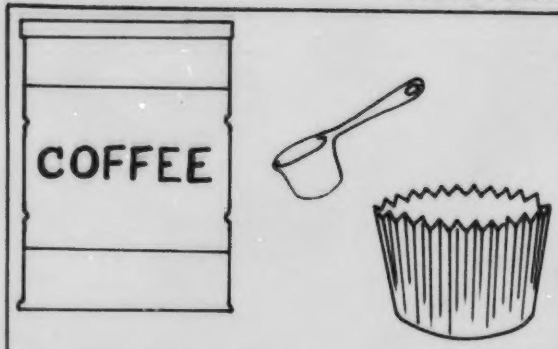
indicator light - the part of the coffee brewer that lights up when the water is hot.

coffee grounds - the dry ground up dark brown coffee bean or what is left in the brewing basket after coffee is brewed.

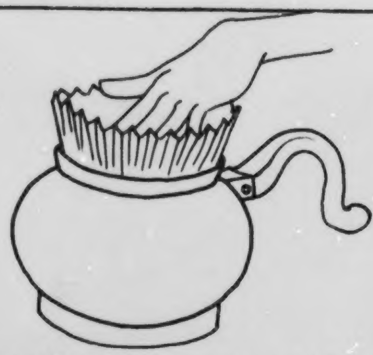
COFFEE BREWER


HEATING ELEMENTS
ON/OFF SWITCH
INDICATOR LIGHT
BREWING BASKET
SERVING POT
HEATING ELEMENTS
ON/OFF SWITCH

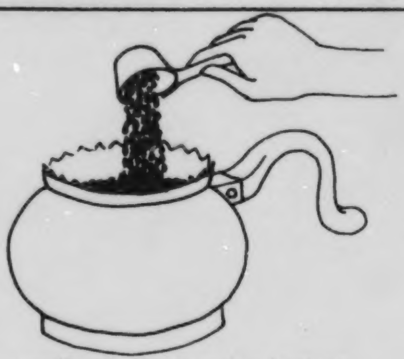
STEPS FOR MAKING COFFEE



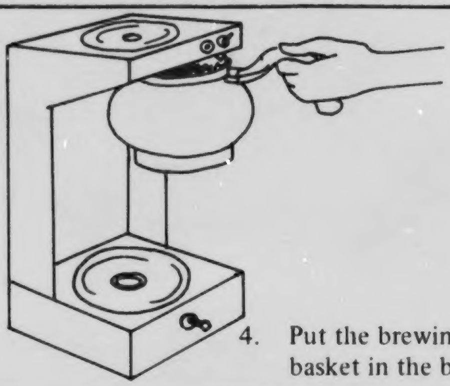
1. Get the items needed to make coffee.



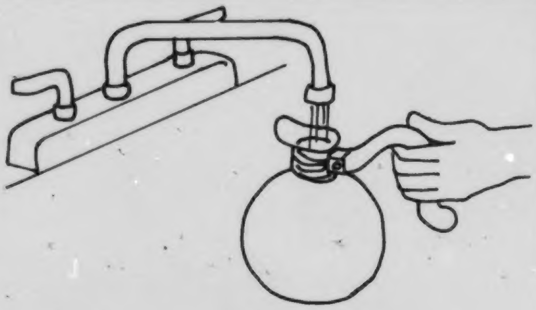
2. Put filter in the brewing basket.



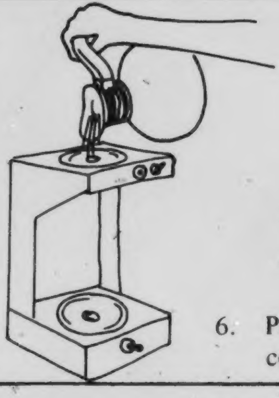
3. Put coffee in the brewing basket.



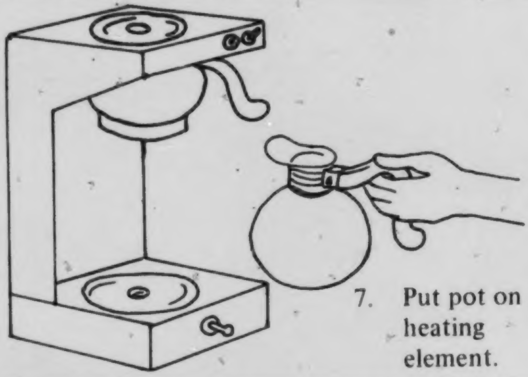
4. Put the brewing basket in the brewer.



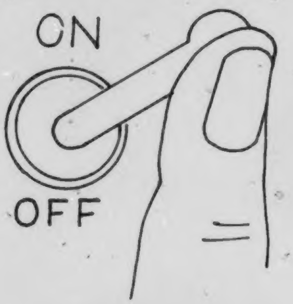
5. Put water in the serving pot.



6. Pour water through the coffee brewer.



7. Put pot on heating element.



8. Turn the coffee brewer on.

MARY MAKES COFFEE

Mary's teacher told her to make coffee in the food service laboratory. This was the first time she had ever made the coffee without her friend Jack. Jack and Mary always made the coffee together. Really, Jack always made the coffee while Mary watched. Mary had never learned to make coffee alone. But today she had to do it by herself, because Jack was absent. Mary began by turning the machine on and pushing the start button. Then she went away to get the things needed to make coffee. She came back five minutes later with the things. She put a paper filter in the brewing basket, added coffee grounds, and put the basket filled with coffee grounds into the coffee brewer. Next, she poured water into the machine. She was about to put the serving pot on the heating element when she decided that the heating element did not look like it was getting hot. She touched the heating element with her fingers and found it was very hot. She moved her hand just before the hot brewed coffee started to come out. She quickly put the serving pot on the heating element. The coffee brewed and Mary served the coffee. Mary's teacher told her to make more coffee. Mary left the empty serving pot on the heating element while she went to get the things needed to make more coffee.

Name the safety rules that Mary broke.

ANSWERS:

1. She started the machine before she had gathered the things needed to make coffee.
2. She delayed putting the serving pot in place after pouring the water into the machine.
3. She touched the heating element with her fingers.
4. She left an empty serving pot on the heating element.

CLEANING PROCEDURES
For the Coffee Brewer
(Teacher Information Sheet)

When to Clean	How to Clean
Daily	1. Rinse the serving pot with water between batches of coffee.
	2. At the end of the day, empty the serving pot and wash it in a hot detergent solution.
	3. Rinse the serving pot thoroughly.
	4. Clean the coffee brewer with a damp cloth or an all purpose cleaner.
	5. Dry the coffee brewer.
	6. Replace the serving pots.
Periodically	1. Using manufacturer's instructions as a guide, run a special cleaner or a mixture of vinegar and water through the coffee brewer to thoroughly clean it.

LARGE EQUIPMENT

Malt Mixer

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a malt mixer.

WORDS TO KNOW:

- malt mixer
- spindle
- malt cup
- cup adjustor
- ON/OFF switch
- speed switch
- drip tray

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the malt mixer (C-K)	View the malt mixer in the food service laboratory. View pictures of various brands of malt mixers. Which type is used in the food service laboratory?
Name the parts of the malt mixer (C-K)	Watch and listen as your teacher points to and tells the name of each part of the malt mixer. View a transparency of a labeled malt mixer. (See p. 203.) Using a handout of the malt mixer, color in the parts of the malt mixer as your teacher calls them out. Example: "Color the spindle red." [NOTE TO TEACHER: Use the transparency picture to make handouts.]
Name the function of each part of the malt mixer (C-K)	Listen as your teacher tells what each part of the malt mixer does.
Explain the function of each part of the malt mixer (C-C)	When your teacher asks you about a part on the malt mixer, explain what that part does. Play a game where you and your classmates take turns telling what each part of the malt mixer does. The rest of the class must name the part you described.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
State the uses of the malt mixer (C-K)	Listen as your teacher names drinks that can be prepared using the malt mixer. Why is it that the malt mixer is sometimes called the drink mixer or the shake mixer? With your teacher's help, make a poster that illustrates the uses of the malt mixer.
Identify safe and sanitary procedures in operating the malt mixer (C-K)	Listen as your teacher describes safety and sanitation rules for the malt mixer. View a flip chart of safety and sanitation rules for the malt mixer.
Describe the safe and sanitary procedures in operating the malt mixer (C-C)	Listen to your teacher read "Malted Messes," a story of an employee who did not follow sanitation rules. (See p. 204.) After hearing the story, describe what the employee did wrong. How could the employee correct the mistakes?
List the steps for operating the malt mixer (C-K)	View a teacher demonstration of how to use the malt mixer. View large flashcards showing the steps for operating the malt mixer. Play a game using flash cards showing the steps for using the malt mixer. After shuffling the flashcards together arrange the steps in the right order.
Describe the steps for operating the malt mixer (C-C)	Use flashcards showing the steps for using the malt mixer. Take turns choosing a card and telling your classmates and teacher what is happening in the picture.
Practice the procedure for making drinks in the malt mixer (P-GR)	As your teacher calls out directions for using the malt mixer, carry out each step for making a drink. [NOTE TO TEACHER: Let each student drink the drink she or he prepares.] Work with a partner to make malts or shakes for the rest of the class.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List procedures for thorough cleaning of the malt mixer (C-K)	Observe as your teacher demonstrates the correct way to clean the malt mixer. [NOTE TO TEACHER: General cleaning procedures may be found on p. 205.] With your teacher's help, make a list of the steps for cleaning the malt mixer.
Describe the procedures for thorough cleaning of the malt mixer (C-C)	Pretend that you have a job in a fast food restaurant. A new employee asks how to clean the malt mixer. Tell how to clean the malt mixer. How often should the malt mixer be cleaned?
Carry out the procedure for cleaning the malt mixer (P-GR)	With your teacher's help, clean the malt mixer. Clean the malt mixer with the help of a partner.
Use proper procedures for operating and cleaning the malt mixer (P-M)	Prepare drinks for your class, teachers in your school, or for other students in your school. Drinks might be prepared for class breaks, class parties, club meetings, or a consession stand or snack bar. Prepare drinks using the malt mixer whenever necessary in the food service laboratory.

WORDS TO KNOW
About the Malt Mixer
(Teacher Information Sheet)

malt mixer - a machine with one or more spindles that is used to mix drinks.

spindle - the slender round rod on the malt mixer that fits into the malt cup and turns to mix the drink.

malt cup - a silver container that holds the drink to be mixed. The spindle fits in the malt cup.

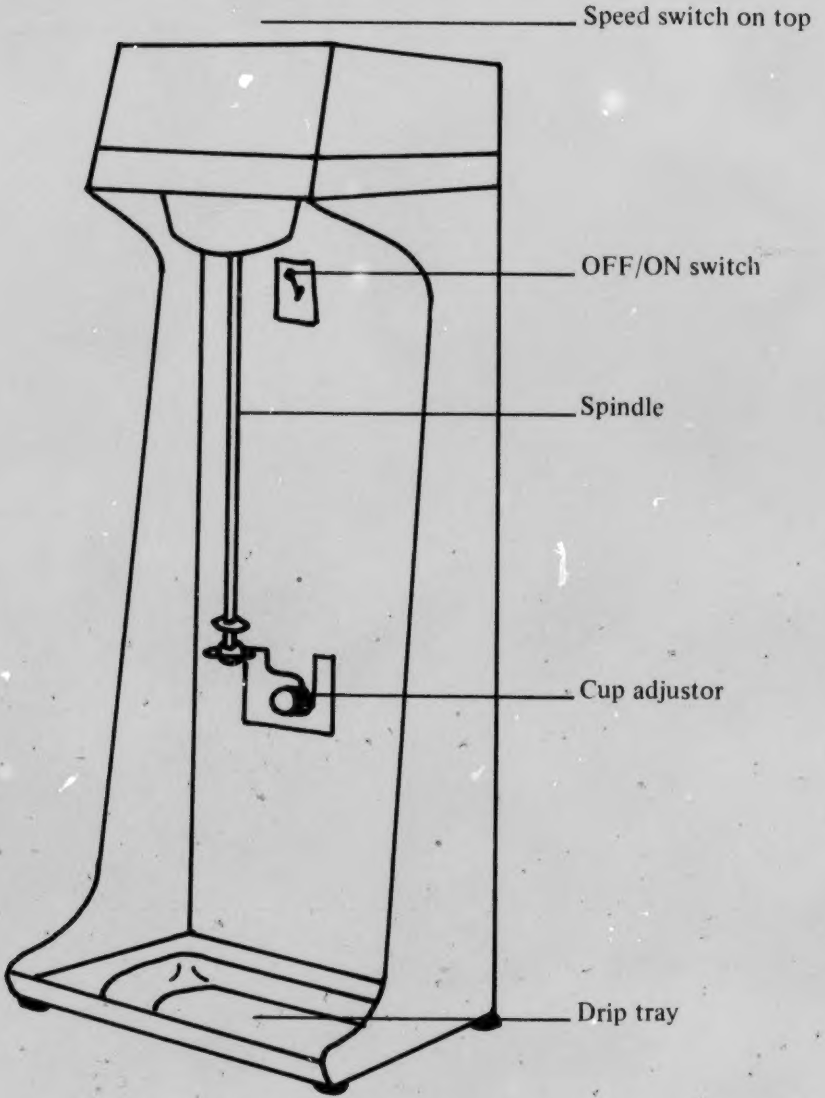
cup adjustor - a small shelf that holds the malt cup on the mixer.

ON/OFF switch - the part of the malt mixer that makes it stop and go. Pushing the malt cup on the spindle causes the cup to touch the ON/OFF switch and turns the malt mixer on.

speed switch - the part of the malt mixer that makes it go faster or slower.

drip tray - the bottom part of the malt mixer that catches spills from the malt cup and spindle.

MALT MIXER


Speed switch on top
OFF/ON switch
Spindle
Cup adjustor
Drip tray

MALTED MESSES

Jake was about to make a chocolate malt using the malt mixer. Beth had just used the malt mixer to make a strawberry malt. Jake told Beth, "Don't bother to wash that malt cup. I need it to make another malt." Beth said, "I really think I should wash it, Jake. I just made a strawberry malt in it." "No, it will be okay," said Jake as he took the cup. Jake put the ingredients for a chocolate malt in the cup and mixed them together. He took the cup off the spindle and poured the malt into a glass. He had made much too much malt to fit in the glass, so he decided he would drink the rest of the malt himself. He drank the rest of the malt from the malt cup. Next, he scraped the malt off the spindle with his fingers and licked his fingers clean. Then, he started to make a vanilla malt in the same cup.

What did Jake do wrong?

ANSWERS:

1. Jake started out using a dirty malt cup.
2. Jake made more malt than needed.
3. Jake drank from the malt cup.
4. Jake scraped the malt off the spindle with his fingers and licked his fingers.
5. Jake started a vanilla malt in the same malt cup that had had chocolate malt in it and that he had drunk from without washing it first.

CLEANING PROCEDURES
For the Malt Mixer
(Teacher Information Sheet)

When to Clean	How to Clean
After each use	1. After emptying the malt from the malt cup, thoroughly wash the cup in hot detergent water. 2. Rinse and dry the malt cup. 3. Place a mixture of soda and water in a large paper cup (or the malt cup if you wish to rewash it). 4. Hold the cup of soda and water on the spindle and run the malt mixer. 5. Wipe the spindle with a damp cloth. 6. Dry the spindle.

LARGE EQUIPMENT

Ice Machine

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for an ice machine.

WORDS TO KNOW:
- ice machine
- ice
- ice scoop
- ice bucket
- counter model ice machine
- floor model ice machine

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify ice machines (C-K)	View a transparency showing the types of ice machines. (See p. 210.) Listen as your teacher tells about each type of ice machine.
Describe the ice machine in the laboratory (C-C)	With your teacher's help, find the ice machine in your laboratory. Does the ice machine in your laboratory look like one of the ice machines in the transparency picture? How does your ice machine look?
Explain the functions of the parts of the ice machine (C-C)	Listen as your teacher names the parts of the ice machine and what each part does. Listen as your teacher shows an ice bucket and an ice scoop and explains what they do. [NOTE TO TEACHER: The information given to students will vary with the type of ice machine in your laboratory. Refer to the manufacturer's instruction manual for information. Include discussion questions over the functions of the parts. Guidelines for using the ice machine may also be given at this time. For example, "This is the door. It should be closed when ice is not being taken from the ice machine. Closing the door keeps the ice from melting. The door also helps keep the ice clean by preventing dust or trash from falling on it."]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Select a card from your teacher. When it is your turn, explain what the part shaded of the ice machine on your card does. [NOTE TO TEACHER: Make a set of cards with pictures of ice machines on them. Shade a different part on each card.]
Describe correct sanitation related to the use of the ice machine (C-C)	Listen as your teacher explains sanitary use of the ice machine. What tool should you use to remove ice from the ice machine? Where should the ice scoop be stored? Should the ice scoop be placed in a sanitizing solution? Why? Why should you wash your hands before using the ice machine? Is it ever acceptable to use your hands or a glass to scoop ice?
	Play the game, "The Decision is Yours," to test your understanding of how to use the ice machine. (See pp. 211-212.)
Practice using the ice machine (P-GR)	With your teacher's help, prepare iced drinks for your classmates. [NOTE TO TEACHER: Divide the class into two groups. One group can prepare drinks one day, and the next day the other group can prepare drinks. Another alternative is to let each student prepare his/her own drink.]
Explain the procedures for cleaning the ice machine (C-C)	Listen as your teacher explains the steps for cleaning the ice machine. What needs to be done to clean the ice machine? How often should the ice machine be cleaned? [NOTE TO TEACHER: For cleaning procedures, refer to the manufacturer's instruction manual. General cleaning procedures can be found on p. 213.]
	Pretend that you are an employee. Your teacher will pretend to be a new employee who asks how you keep your ice machine so clean. Answer the new employee's question. [NOTE TO TEACHER: It might be easiest to call on only one or two students per day for this type of evaluation.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice cleaning the ice machine (P-GR)	With your teacher's help, clean the ice machine.
Use and care for the ice machine in a correct and sanitary manner (P-M)	Serve cold drinks at school functions. Use the ice machine in a correct and sanitary manner as needed in the food laboratory. Form teams to clean the ice machine on a rotating basis.

WORDS TO KNOW
About the Ice Machine
(Teacher Information Sheet)

ice machine - a machine that makes ice.

ice - hard, cold water.

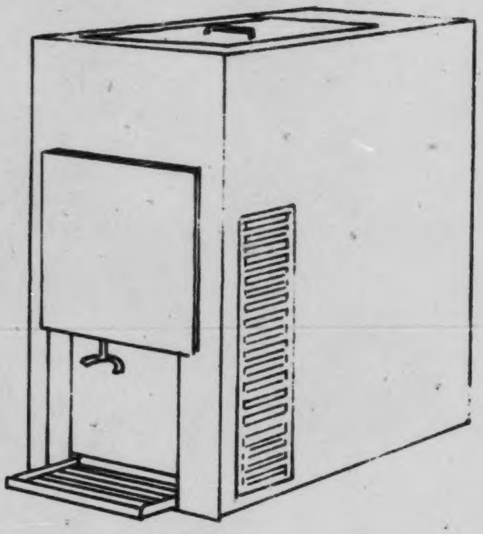
ice scoop - the tool used to lift ice from the ice machine.

ice bucket - a container for storing and carrying ice.

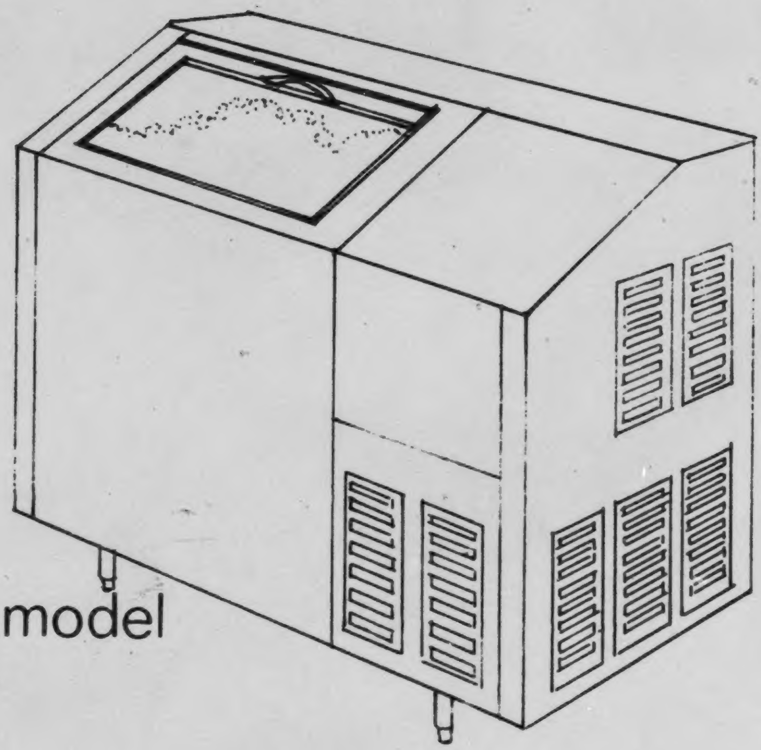
counter model ice machine - an ice machine that sits on the counter.

floor model ice machine - an ice machine that sits on the floor.

ICE MACHINES



counter model



floor model

THE DECISION IS YOURS

Directions for Play: Each student will be given a pretend problem situation. Students will take turns telling the rest of the class the correct way to handle the problem and the reason for doing it that way. [NOTE TO TEACHER: You may develop more problem situations as needed.]

#1 Mike is putting ice into glasses. He needs to do the job safely and correctly. Should he: (a) dip each glass into the ice machine to fill it with ice, or (b) use the ice scoop to fill each glass?

#2 Sally likes to eat ice. She passes by the ice machine many times and each time she reaches into the machine with her hand and gets ice to eat. Should she: (a) continue reaching into the ice machine with her hand to get ice, or (b) stop reaching into the ice machine with her hand to get ice?

#3 Joey is filling a cooler with ice. Cans of soft drinks will be placed on the ice in the cooler. Since the ice will never directly touch anything to be eaten or drunk, Joey says it is okay to scoop the ice with his hands. Is Joey: (a) right, or (b) wrong?

#4 Jeff used a glass to scoop ice from the ice machine. The glass broke, and Jeff thinks he got out all the broken glass. Now should he: (a) tell his boss he broke the glass in the ice machine, or (b) not tell his boss he broke the glass and just hope no glass is still in the ice machine?

#5 Mary Ann spilled cooking oil on the floor. She wiped it up and got a little on her hands. She says it is okay to scoop ice from the ice machine without washing her hands because she will be using the ice scoop. Is what Mary Ann says: (a) right, or (b) wrong?

#6 Carol just made pudding and needs to chill it in a hurry. She says it is okay to carefully put the container of pudding in the ice machine to chill it quickly. Is she: (a) right, or (b) wrong?

#7 Mark needs to scoop ice in a hurry. He knows it might be quicker to dip each glass to fill it instead of using the ice scoop, but he says the ice scoop is cleaner and safer. Is Mark: (a) right, or (b) wrong?

#8 Billy is about to scoop ice from the ice machine using the ice scoop. He knows his hands will not touch the ice, but he still washes his hands carefully. Is what Billy did: (a) right, or (b) wrong?

#9 Sue used an ice scoop to put ice into an ice bucket. Now which should she do: (a) use her hand to put ice from the ice bucket into each glass, or (b) use a small scoop or tongs to put ice from the ice bucket into each glass?

#10 Al used some ice to put around canned drinks in a cooler. The canned drinks were all drunk, but there is still some ice in the cooler. Should Al: (a) throw the ice away, or (b) put it back in the ice machine?

ANSWERS:

#1 (b) Always use a scoop when putting ice in glasses. A glass might break as it is dipped in the ice, and Mike would probably touch the ice with his hand if he used a glass.

#2 (b) Never reach into the ice machine with your hand. It is also wrong for Sally to eat ice or anything else while she is working.

#3 (b) Always use a scoop when removing ice from the ice machine. You must not think only of the cleanliness of the ice you are removing but also of the cleanliness of the ice that will be left in the machine.

#4 (a) Jeff should never have used a glass in the first place, but when he did make a mistake he should have told his boss immediately. If he did not get all the glass out, it could be served to someone in an iced drink.

#5 (b) Always have clean hands when using the ice machine.

#6 (b) The ice machine is used to make ice. It is not used to chill foods and drinks. Carol should place the pudding in the refrigerator or freezer if she needs to chill it very quickly in a short time.

#7 (a) Always use a scoop to remove ice from the ice machine.

#8 (a) Always have clean hands when using the ice machine.

#9 (b) Use a small scoop or tongs to put ice from the ice bucket into glasses. Never scoop ice with your hands.

#10 (a) Never put left over ice back in the ice machine. Never put ice that has been around canned drinks back in the ice machine because the cans may have been dirty.

CLEANING PROCEDURES
For the Ice Machine
(Teacher Information Sheet)

THINGS TO NOTICE: Heavy build-up of ice on the inside of the ice maker.

When to Clean	How to Clean
Monthly	1. At least once a month, or more often if it is needed, defrost and take apart the ice maker. 2. Using a cleaning solution and a good nylon brush, brush clean all parts of the ice maker both inside and out. This is called deliming. 3. Rinse the ice maker thoroughly. 4. Make sure the water lines are okay. 5. Put the ice maker back together.

TIPS: Avoid keeping the ice maker open for long periods of time since this causes frost to form quickly.

LARGE EQUIPMENT

Toasters

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a toaster.

WORDS TO KNOW:
toast
toaster
4-slot toaster
conveyor toaster
heating element
crumb tray
regulator
starter switch

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the two major types of commercial toasters (C-K)	Watch as your teacher shows you the two types of commercial toasters. Look at pictures or transparencies of the two major types of commercial toasters, the 4-slot toaster and the conveyor toaster. [NOTE TO TEACHER: Pictures may be obtained from manufacturers' catalogs. You might laminate the pictures to make them more durable.] Observe a worker using a conveyor toaster in the school cafeteria or in a food service facility.
Identify the parts of the 4-slot toaster (C-K)	Watch as your teacher points to and names the parts of the 4-slot toaster. As your teacher points to parts of the 4-slot toaster call out the name of that part.
Name the functions of the parts of the 4-slot toaster (C-K)	Listen as your teacher describes what each part of the 4-slot toaster does.
Describe the functions of the parts of the 4-slot toaster (C-C)	Discuss ways to remember the parts of the 4-slot toaster by telling what they do. Example: "The heating element heats up. The starter switch starts the toaster.
Practice making toast in the 4-slot toaster (P-GR)	With your teacher's help, make toast in the 4-slot toaster. Serve the toast in class.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Name the steps in using the 4-slot toaster (C-K)	Watch as your teacher shows the steps in operating the 4-slot toaster.
Describe the steps in using the 4-slot toaster (C-C)	Discuss the steps you used when your teacher helped you make toast. What steps did you follow to make toast? What ingredients did you gather to make toast?
	Take turns telling the class how to make toast. [NOTE TO TEACHER: This may be used to evaluate students. You may wish to have only one or two students per day do this exercise to provide reinforcement of learning.]
Demonstrate the steps in operating the 4-slot toaster (C-Ap)	Divide into groups of two. Show the class the correct way to make toast. Serve the toast you make to your class. [NOTE TO TEACHER: This experience may be coupled with the preceding learning experience on the way to make toast.]
State cleaning procedures and schedules related to the 4-slot toaster (C-K)	Listen as your teacher explains how to clean the 4-slot toaster. How often should the toaster be cleaned? [NOTE TO TEACHER: Cleaning schedules will vary with use of the toaster. General cleaning procedures can be found on p. 217.]
	Arrange picture flashcards of the steps in cleaning the 4-slot toaster in the correct order. Let your teacher check your arrangement. (See p. 218.)
Describe cleaning procedures related to the 4-slot toaster (C-C)	Take turns telling your teacher the correct way to clean the 4-slot toaster.
Practice cleaning the 4-slot toaster (P-GR)	Under your teacher's supervision, clean the 4-slot toaster.
Use the 4-slot toaster correctly and safely (P-M)	Make toast in the 4-slot toaster.
	Serve a sandwich luncheon using the 4-slot toaster.
	Use the 4-slot toaster whenever necessary in meal preparation.
Perform cleaning procedures on the 4-slot toaster correctly and safely (P-M)	Clean the 4-slot toaster when needed without being told by your teacher.

WORDS TO KNOW
About the Toaster
(Teacher Information Sheet)

toast - bread that is heated until it turns brown.

toaster - a machine that heats bread and makes it turn brown.

4-slot toaster - a toaster which toasts 4 slices of bread at a time.

conveyor toaster - a toaster which moves the bread through a heated chamber to make toast.

heating element - the part of a toaster that gets very hot and makes the bread get brown.

crumb tray - the rack in the bottom of the toaster that catches small bits of bread that come off the slices of bread.

regulator - the part of the toaster that is set to make the toast come out light or dark brown.

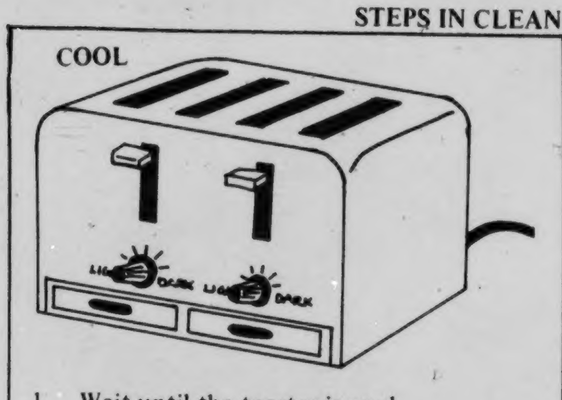
starter switch - the part of the toaster that you push to make the bread go down in the toaster and start to cook.

CLEANING PROCEDURES
For the Toaster
(Teacher Information Sheet)

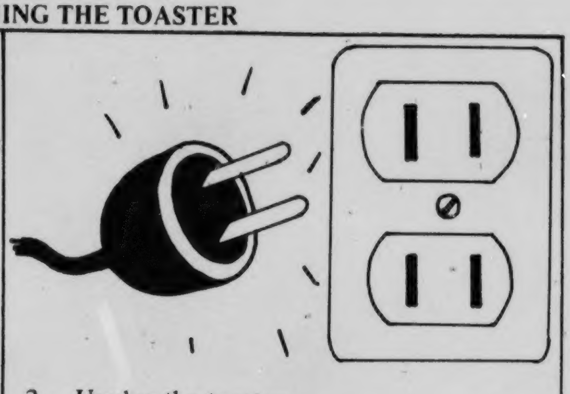
THINGS TO NOTICE: Crumbs in trays and moving parts.

When to Clean	How to Clean
Daily	1. Wait until the toaster is cool before cleaning it. 2. Unplug the toaster before cleaning it. 3. Gently tap the toaster so all crumbs will fall into the crumb tray. 4. Remove the crumb tray and brush away crumbs with a clean, dry cloth or a soft brush. 5. Wipe the crumb tray with a cloth that has been dipped in a hot detergent solution and wrung out. 6. Rinse the crumb tray with a clean damp cloth. 7. Dry the crumb tray. 8. Wipe outside of toaster with a clean damp cloth. 9. Clean the outside of the toaster with an all purpose cleaner. 10. Polish the toaster with a clean dry cloth. 11. Replace the crumb tray.

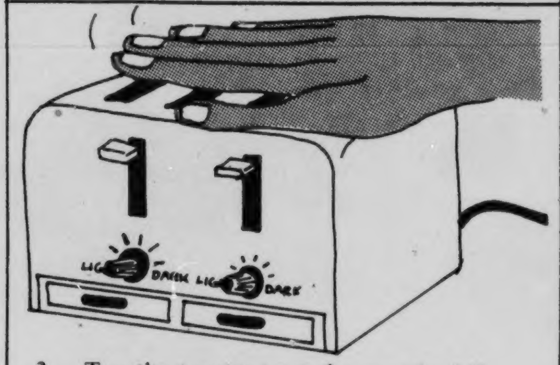
STEPS IN CLEANING THE TOASTER


COOL
LIGHT
DARK
LIGHT
DARK

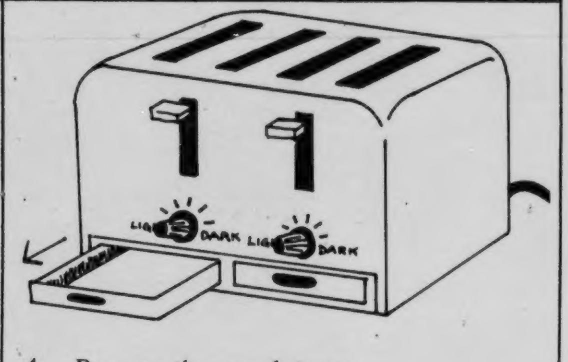
1. Wait until the toaster is cool.



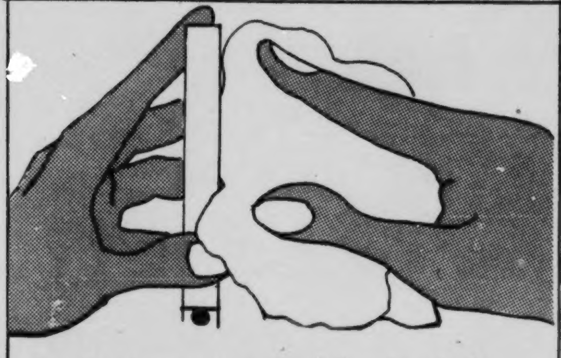
2. Unplug the toaster.


LIGHT
DARK
LIGHT
DARK

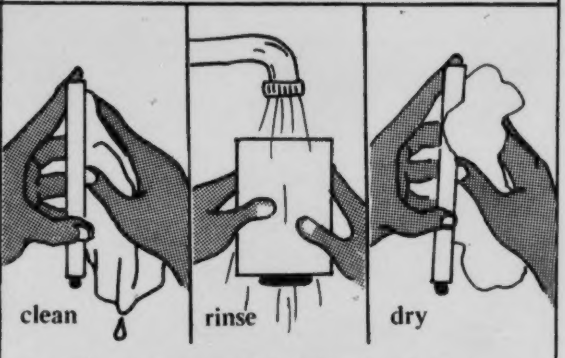
3. Tap the toaster to make crumbs fall.


LIGHT
DARK
LIGHT
DARK

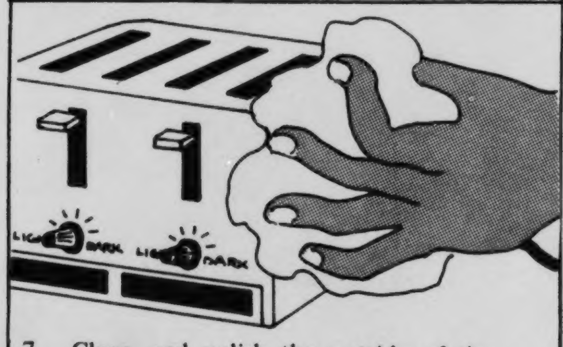
4. Remove the crumb trays.



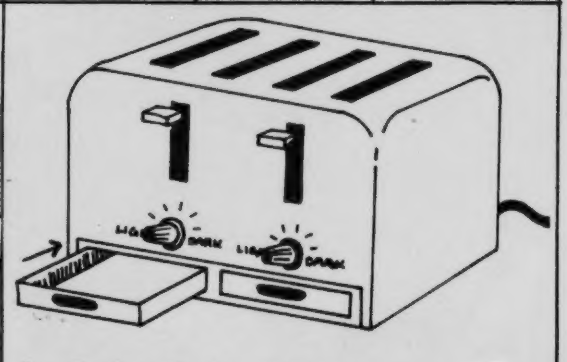
5. Brush away crumbs with a dry cloth.


clean
rinse
dry

6. Clean, rinse, and dry the crumb tray.


LIGHT
DARK
LIGHT
DARK

7. Clean and polish the outside of the toaster.


LIGHT
DARK
LIGHT
DARK

8. Replace the crumb trays.

LARGE EQUIPMENT

Food Mixer

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a food mixer.

WORDS TO KNOW:

- food mixer
- bowl
- bowl lift handle
- bowl pegs
- ON/OFF switch
- plug
- speed control
- agitator
- flat beater
- wire whip
- dough hook
- knead
- attachment hub
- vegetable shredder chopper
- cutting disks
- beater shaft

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the parts of the mixer (C-K)	View a transparency of a mixer with each part labeled. (See p. 226.) What does the mixer look like?
	Using a handout of the mixer, color in the parts of the mixer as your teacher calls them out. Example: "Color the bowl blue." [NOTE TO TEACHER: Use the transparency picture to make the handout.]
	Listen and watch as your teacher calls out each part of the mixer and points to it for the class to see.
	Touch each part of the mixer as your teacher names the part.
State the proper way to turn the mixer on and off (C-K)	Watch as your teacher demonstrates the right way to plug and unplug the mixer and to use the ON/OFF switch.
	Locate the switch on the unplugged mixer by touching it.
	Locate the plug socket by pointing to it.
	Practice turning the switch on and off using an unplugged mixer.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Practice plugging and unplugging the mixer with switch in the OFF position. (SAFETY HINT: Always be sure the switch is in the OFF position before plugging or unplugging the mixer.)
Explain the proper way to change speeds (C-C)	Watch as your teacher demonstrates how to change speeds on a mixer and explains why you might need to change speeds. What may happen if the gears are not changed right?
	Work with a partner to practice naming the steps in changing speeds on a food mixer. Your partner should listen carefully to see if you name the steps in the correct order. Then let your partner name the steps. Practice until you both can name the steps in the correct order. [NOTE TO TEACHER: Move about the room to check students' work.]
	Discuss changing the speed of the mixer. Suggested questions: Would you turn the switch off before changing speeds? Why or why not? Why would you change speeds?
Recognize the various agitators that fit the mixer (C-K)	View a display of agitators. Listen as your teacher describes the agitators and explains their correct names and other names they might sometimes be called. As the teacher picks up each agitator, call out its name. Practice until you can name each agitator. [NOTE TO TEACHER: The most commonly used agitators are the standard whip, standard beater, and dough hook. (See p. 227.)]
	Discuss ways to remember the names of the agitators. Example: "A standard whip has wires all over it."
Explain the steps in putting on and taking off the mixer bowl and agitators (C-C)	Listen as your teacher explains how to put the bowl on the mixer and how to take the bowl off the mixer. Watch your teacher put the bowl on the mixer and take it off.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Stand in a semi-circle around the mixer. Each person will have a turn at putting the bowl on the mixer and taking it off. [NOTE TO TEACHER: Repeat until each student can put the bowl on the mixer and then take it off.]
	Listen as your teacher explains how to put the agitators on the mixer and how to take them off. Watch your teacher put on and take off each agitator.
	Stand in a semi-circle around the mixer. Each person will have a turn at putting on and taking off each agitator. [NOTE TO TEACHER: Repeat until each student can put the agitators on the mixer and then take them off.]
Explain the steps in operating the mixer safely (C-C)	View a slide presentation on the proper and safe use of the mixer. After viewing the film, discuss the following: How should ingredients be added? What should be checked before the mixer is started? When should mixer speeds be changed?
Practice using correct and safe procedures when operating the mixer (P-GR)	With your teacher's help, put the mixer together. Use the mixer to mix a dry product such as cornmeal to become familiar with the mixer. Stop to add ingredients (more cornmeal) and pretend you are making a batter check using a rubber spatula. Practice changing speeds and turning the mixer off and on. Take the mixer apart. [NOTE TO TEACHER: If the mixer has a pouring shield, it will prevent ingredients from being thrown out. If not, avoid using a product such as flour for this experience since it will tend to powder when mixed and end up all over the room.] What can happen if the bowl is filled too full? What may happen if too high a speed is used with a stiff dough or heavy batter? What will happen if the gears are not changed right?
Identify the correct way to clean the mixer (C-K)	Watch and listen as your teacher shows which parts of the mixer can be put in water and those that should only be wiped off with a cloth. NOTE TO TEACHER: General cleaning procedures may be found on p. 228.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Watch and listen as your teacher shows how bowls and beaters should be washed in a detergent solution.
	Watch and listen as your teacher shows you how to clean the parts of the mixer that cannot be put in water. [NOTE TO TEACHER: These parts should be cleaned with a cloth that has been dipped in a detergent solution and wrung out.]
	Watch as your teacher rinses and dries the mixer. [NOTE TO TEACHER: The mixer should be rinsed with a cloth that has been dipped in clean hot water and wrung out and dried with a dry cloth.]
	As your teacher holds up or points out various mixer parts, tell if it can or cannot be put into water. [NOTE TO TEACHER: Tape record this discussion.] Listen as your teacher plays back your voices. Stopping the recorder as needed, decide whether each answer was correct.
Describe the correct way to clean the mixer (C-C)	Divide into pairs and take turns describing to each other the correct way to clean the mixer.
Practice using the mixer with different agitators (P-GR)	Divide into groups to practice using the mixer with different agitators. With the supervision of your teacher, prepare a simple mix which requires that you add ingredients several times during the mixing process. [NOTE TO TEACHER: Allow the students to make one dish that requires using two agitators. Example: cake topped with whipped cream or whipped topping.]
Practice cleaning the mixer (P-GR)	With your teacher's supervision, clean the mixer after using it to make a food product.
Show the different ways agitators are used (C-Ap)	Listen as your teacher tells you the uses of different agitators and what foods you would prepare with each agitator.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Using magazines, cut out pictures of foods that could be mixed by the mixer. With your teacher's help, select the kind of agitator needed to mix each food. Use the pictures as you discuss the following questions: Which agitator would you choose to mix the food? Why would you use that agitator? Would it be better to use another agitator instead? Could you use more than one kind of agitator for a task? Give an example of a food that could be mixed with more than one agitator.
Identify the attachments (C-K)	View the attachments and chopping and shredding disks. As your teacher holds up an attachment, call out the name of that attachment. Identify and call by name each disk and attachment as your teacher holds it up. Choose foods or pictures of foods provided by your teacher and place them by the disk you would use to process them.
Explain the steps in putting on and taking off the attachments and disks (C-C)	Listen as your teacher explains how to put the attachments and disks on the mixer and how to take the attachments and disks off the mixer. Watch as your teacher puts the attachments on the mixer and takes them off. Stand in a semi-circle around the mixer. Each person will have a turn at putting the hub for the attachments and disks on the mixer and taking them off. Repeat until each student can put the attachments and disks on the mixer and take them off.
Practice using the attachments (P-GR)	Use the attachments and disks to prepare a food product.
Explain the uses of the attachments (C-C)	View the attachments and disks in the food service laboratory. Listen as your teacher describes foods you would process using each disk.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Discuss the disks you used to make a food product in the laboratory. Why did you use that disk?
Operate the mixer with confidence (P-M)	Mix foods from start to finish in the food service laboratory without your teacher's help and with little supervision.
Use proper procedures for taking apart, cleaning, and storing the mixer (P-M)	Take apart, clean, and store all parts to the mixer in the proper place after each use.

WORDS TO KNOW
About the Commercial Mixer
(Teacher Information Sheet)

food mixer - a machine used to mix foods together. It is also used to shred and chop foods.

bowl - a deep round dish for food or liquid.

bowl lift handle - the part of the mixer used to move the bowl up and down.

bowl pegs - pegs that hold the bowl on the mixer.

ON/OFF switch - the part used to make the mixer stop and go.

plug - the pronged end of the electrical cord that is pushed into the electrical outlet.

speed control - the switch that makes the mixer go faster or slower.

agitator - a mixer attachment used to mix food in a bowl.

flat beater - an all purpose agitator that is used to mix most foods.

wire whip - an agitator that is used for whipping foods.

dough hook - an agitator that is used to knead dough.

knead - to mix dough by pressing and folding over many times.

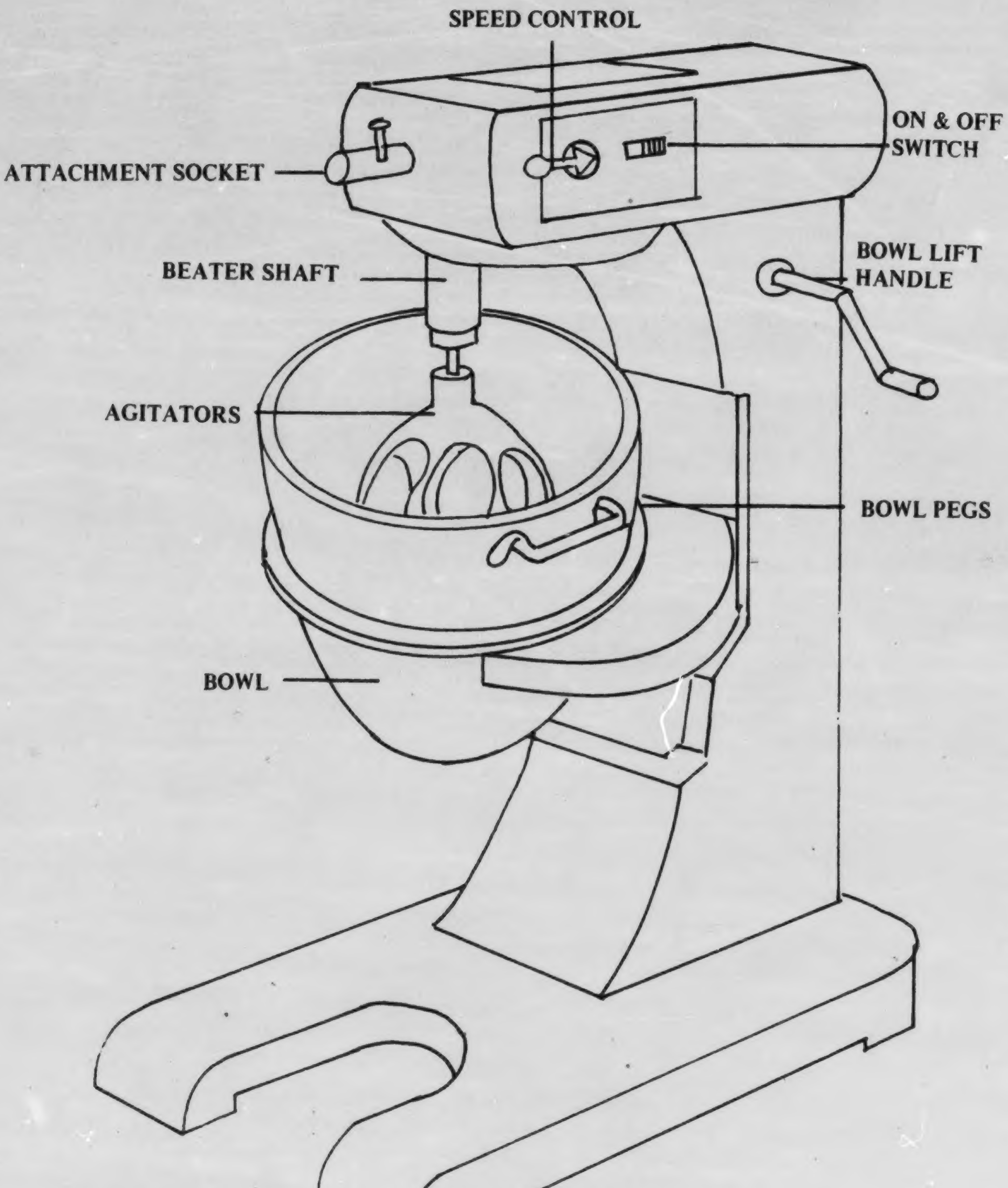
attachment hub - the part at the front of the mixer where the attachments are screwed in.

vegetable shredder chopper - the part that is put on the mixer to shred and chop.

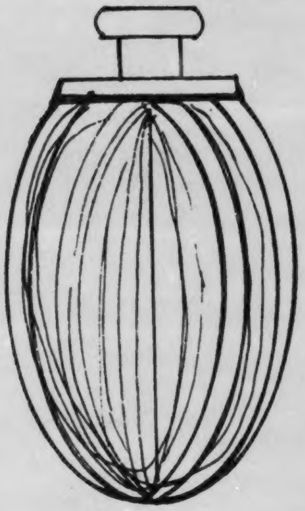
cutting disks - thin round objects that fit into the front attachment. Cutting disks are used to shred and chop.

beater shaft - the part of the mixer that the beaters fit into.

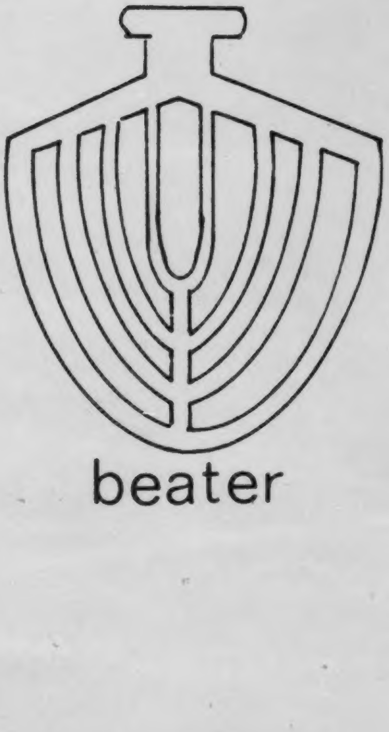
MIXER


SPEED CONTROL
ATTACHMENT SOCKET
ON & OFF SWITCH
BEATER SHAFT
BOWL LIFT HANDLE
AGITATORS
BOWL PEGS
BOWL

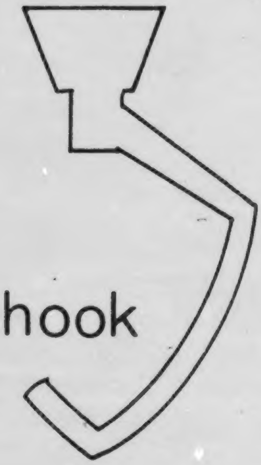
MIXER AGITATORS



whip



beater



dough hook

CLEANING PROCEDURES
For the Food Mixer
(Teacher Information Sheet)

When to Clean	How to Clean
After each use	1. Remove the food from the mixer. 2. Unplug the mixer. 3. Take the bowl and beaters to the pot and pan sink and wash them.
Daily	1. Clean the parts of the mixer that cannot be washed in the pot and pan sink such as the beater shaft, the attachment socket, the speed control, the bowl lift handle, and the base of the mixer with a detergent solution. 2. Rinse with a clean damp cloth. 3. Dry the parts with a soft dry cloth. 4. Oil the machine as needed. 5. Plug the mixer in.

Tips: Clean the bowl and beaters after each use. Clean the parts of mixer that cannot be put in water at least once on any day you use the mixer.

LARGE EQUIPMENT

Bake Oven

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a general purpose bake oven.

WORDS TO KNOW:

- oven
- general purpose oven
- special purpose oven
- stack-type oven
- revolving oven
- convection oven
- microwave oven
- ON/OFF switch
- temperature control
- temperature indicator light
- timer
- racks
- rack holders
- oven door
- door handle

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the types of ovens (C-K)	Watch and listen as your teacher shows you the ovens in the food service laboratory. Where are the ovens located? What do they look like? Look at pictures of various types of ovens as your teacher describes them and tells what they are used for. Practice identifying the ovens in the pictures by name. (See p. 233.) Take field trips to see ovens not found in the food service laboratory. Watch how each is used.
Name the parts of the ovens (C-K)	Listen as your teacher names and points out parts of the oven in the food service laboratory. [NOTE TO TEACHER: The stack or deck oven more commonly found in food service facilities is similar to the bake oven below the range.] As your teacher points to various parts of the oven, call out the name of that part.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
State the steps in safely operating the oven (C-K)	Watch as your teacher demonstrates the safe use of the oven and tells the steps of operation. What are the steps in operating the oven?
	Listen as your teacher lists safety precautions in using the oven.
	Sit in a circle. Take turns going around the circle with each person naming a step in operating the oven. What safety precautions apply to the step you named?
Explain the steps in safely operating the oven (C-C)	Pretend your teacher is a new employee. Explain the steps in safely operating the oven. What should a new employee be told about the oven?
Practice operating the oven safely (P-GR)	With your teacher's help, cook a food item in the oven. [NOTE TO TEACHER: Since the objective of this learning experience is the operation of the oven rather than cooking techniques, simple mixes would be a good food item to prepare.]
Identify uses of the oven (C-K)	Listen as your teacher names uses of the oven. Name foods that could be cooked in the oven.
State the proper procedures to follow to clean the oven (C-K)	Watch and listen as your teacher demonstrates the proper steps to follow to clean the oven. [NOTE TO TEACHER: General cleaning procedures can be found on p. 234.]
	Arrange flashcards of oven cleaning steps in the correct order.
Explain the proper procedures for cleaning the oven (C-C)	Using flashcards of oven cleaning steps, describe for the rest of the class what is happening in each flashcard picture.
Practice cleaning the oven safely and correctly (P-GR)	With your teacher's help, clean the oven. What types of cleaning agents are used to clean the oven? [SAFETY HINT: Stress the importance of using the correct type of oven cleaner as well as the correct method of oven cleaner application. Incorrect types of cleaners or methods of cleaning could result in harm to the students as well as damage to the oven surface.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Carry out proper procedures for cleaning the oven (P-M)	Clean the oven in the laboratory whenever it is necessary.
Use the oven safely and correctly (P-M)	Use the oven safely and correctly whenever needed in laboratory experiences.

WORDS TO KNOW
About the Oven
(Teacher Information Sheet)

oven - a heated chamber for baking food.

general purpose oven - an oven used to bake or roast food.

special purpose oven - an oven for heating or cooking special foods, like melting cheese on Mexican food or cooking pizza.

stack-type oven - two or more ovens stacked one on top of the other. Also called deck oven.

revolving oven - an oven with flat trays which go around like a ferris wheel or like a merry-go-round.

convection oven - an oven that has a fan or blower to move the heat around inside.

microwave oven - an oven that cooks food quickly.

ON/OFF switch - the part used to make the oven start and stop heating.

temperature control - the dial that is set to the correct temperature.

temperature indicator light - the light on the oven that goes off when the temperature inside the oven reaches the correct temperature.

timer - a dial which can be set to ring when the set amount of time has passed.

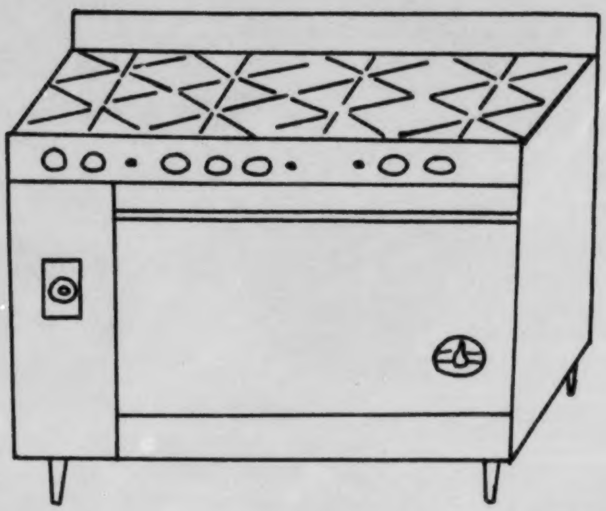
racks - metal shelves that hold the baking food.

rack holders - the parts at the sides of the oven that hold the racks in place.

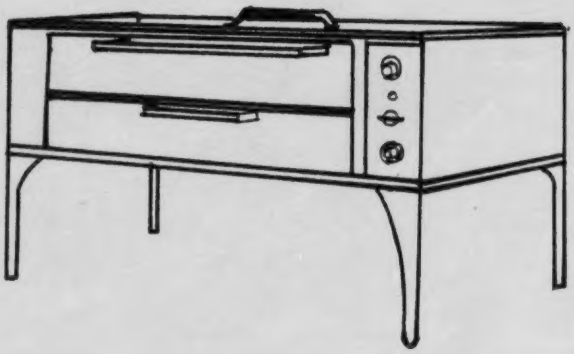
oven door - the part at the front of the oven that opens so food can be placed inside.

door handle - the part that is held to open and close the oven doors safely.

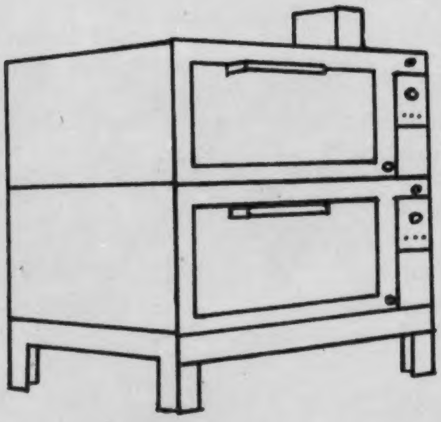
BAKE OVENS



RANGE OVEN



PIZZA OVEN



STACK OVEN

CLEANING PROCEDURES
For the Convection Ovens and Bake Ovens
(Teacher Information Sheet)

THINGS TO NOTICE: Burned on food.

When to Clean	How to Clean
Daily	1. Let the oven cool.
	2. Remove oven racks.
	3. Scrape away any burned on food with a metal scraper.
	4. Brush away any crumbs or bits of burned on food with a long handled brush.
	5. Wipe the bottom and sides with a clean damp cloth.
	6. Clean the outside of the oven with an all-purpose cleaner.
Weekly	1. Let the oven cool.
	2. Remove oven racks.
	3. Take oven racks to the pot and pan sink to be scrubbed.
	4. Rinse the racks and wipe them dry.
	5. Using a metal scraper, scrape away any burned on food.
	6. Using a long handled brush, brush away any crumbs or bits of burned on food.
	7. Scrub out the oven with a long handled brush that has been dipped in hot detergent solution.
	8. Using a clean damp cloth, rinse out the oven.
	9. Replace the oven racks.
	10. Clean the outside of the oven with an all purpose cleaner.
	11. Wipe the outside dry and polish the metal trim.

TIPS: Follow manufacturers' instructions for self-cleaning and continuous cleaning ovens. It is possible to harm the oven through incorrect care.

LARGE EQUIPMENT

Convection Oven

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a convection oven.

WORDS TO KNOW:

- convection oven
- ON/OFF switch
- light switch
- blower switch
- automatic cool switch
- temperature control
- temperature indicator light
- vent control
- vent
- blower
- timer
- racks
- rack holders
- doors
- door handles

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the convection oven (C-K)	Watch and listen as your teacher points out the convection oven in the laboratory. How would you describe a convection oven to someone who had never seen one? What does a convection oven look like?
Name the parts of the convection oven (C-K)	Watch and listen as your teacher names and points to the parts of the convection oven. As your teacher points to the parts, say the name of the part. Using the handouts given to you by your teacher, cut apart the parts of the convection oven and put them into place on the larger drawing. State the name of each part as you place it on the larger drawing. [NOTE TO TEACHER: Using the picture on p. 239 as a model, make a handout that is like the convection oven in the laboratory. If your students cannot cut accurately, give them pre-cut handouts or use individual flannel boards with pre-cut pieces.] View a transparency of the convection oven as your teacher explains where the parts belong. Rearrange any parts misplaced on your handout to match the overhead example and glue all parts in place. [NOTE TO TEACHER: Use the handout picture to make a transparency.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Label parts of the convection oven picture with printed slips given to you by your teacher. After your teacher checks your work, glue the strips in place.
	Using label cards given to you by your teacher, work in a group to place labels on the convection oven in the laboratory.
State the steps in safely operating the convection oven (C-K)	Watch and listen as your teacher shows and tells the steps in operating the convection oven.
Explain the steps in safely operating the convection oven (C-C)	Sit in a circle. The first person explains the first step in convection oven operation. If the step is correct, he/she chooses someone to give the next step. If the step is incorrect, turn does not change, your teacher will call on another student.
Practice operating the convection oven safely (P-GR)	Watch as your teacher shows you how to use the convection oven. How is the convection oven turned on and off? How are the vents adjusted? Why should the vents be adjusted properly for the food being prepared? What precautions should be taken when the oven door is opened?
	Working in teams of two, one member of the team turns the oven on using correct steps. The other member turns the oven off correctly. Switch outlets and continue operating.
Identify uses of the convection oven (C-K)	Listen as your teacher tells you the types of food that can be baked in the convection oven. Make a bulletin board showing foods that can be baked in the convection oven. Why did you select the foods that you did to put on the bulletin board? Can the food you selected be baked in the convection oven?
State the proper procedures to follow to clean the convection oven (C-K)	Listen as your teacher explains inside and outside oven cleaning and cleaning of oven racks. [NOTE TO TEACHER: Refer to manufacturer's instructions for specific cleaning procedures (General cleaning procedures can be found on

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	p. 234) Discuss with students types of cleaning agents suitable for all parts of the convection oven.]
	Watch your teacher remove and replace oven racks and rack holders for cleaning. How are the racks removed? How are the rack holders removed? Are the racks or the rack holders removed first? How are the racks replaced? How are the rack holders replaced? Are the racks or the rack holders replaced first?
Explain the correct procedures for cleaning the convection oven (C-C)	Pretend that it is your job to clean the convection oven in the food service laboratory. Divide into pairs and explain to your partner how you would clean the inside, the outside, and the racks of the convection oven.
Practice cleaning the convection oven safely and correctly (P-GR)	Practice removing and replacing racks and rack holders. With your teacher's help, clean the convection oven in the laboratory.
Practice using the convection oven (P-GR)	Under your teacher's supervision, use convection oven to bake a food product. [NOTE TO TEACHER: Good possibilities for this experience include items such as: apples, potatoes, frozen fruit turnovers, and canned biscuits.]
Carry out proper procedures for cleaning the convection oven (P-M)	Clean the convection oven in the laboratory whenever it is necessary.
Use the convection oven safely and correctly (P-M)	Use the convection oven safely and correctly whenever needed in food preparation.

WORDS TO KNOW
About the Convection Oven
(Teacher Information Sheet)

convection oven - an oven that has a fan or blower to move the heat around inside it.

ON/OFF switch - the part used to make the convection oven start and stop heating.

light switch - the part that turns the light inside the oven on and off.

blower switch - the part that turns the fan on and off. In some convection ovens the fan turns on and off automatically.

automatic cool switch - the part that causes the blower to turn off when the inside of the oven cools down.

temperature control - the dial that is set to the correct temperature.

temperature indicator light - the light on the convection oven that goes off when the temperature inside the oven reaches the set temperature.

vent control - the part used to open and close the vent in the convection oven.

vent - a small opening that can be left open or closed. When the vent is closed, the oven cooks faster.

blower - a fan that moves the heat around in the oven. The blower helps the oven cook faster.

timer - a dial which can be set to ring when the set amount of time has passed.

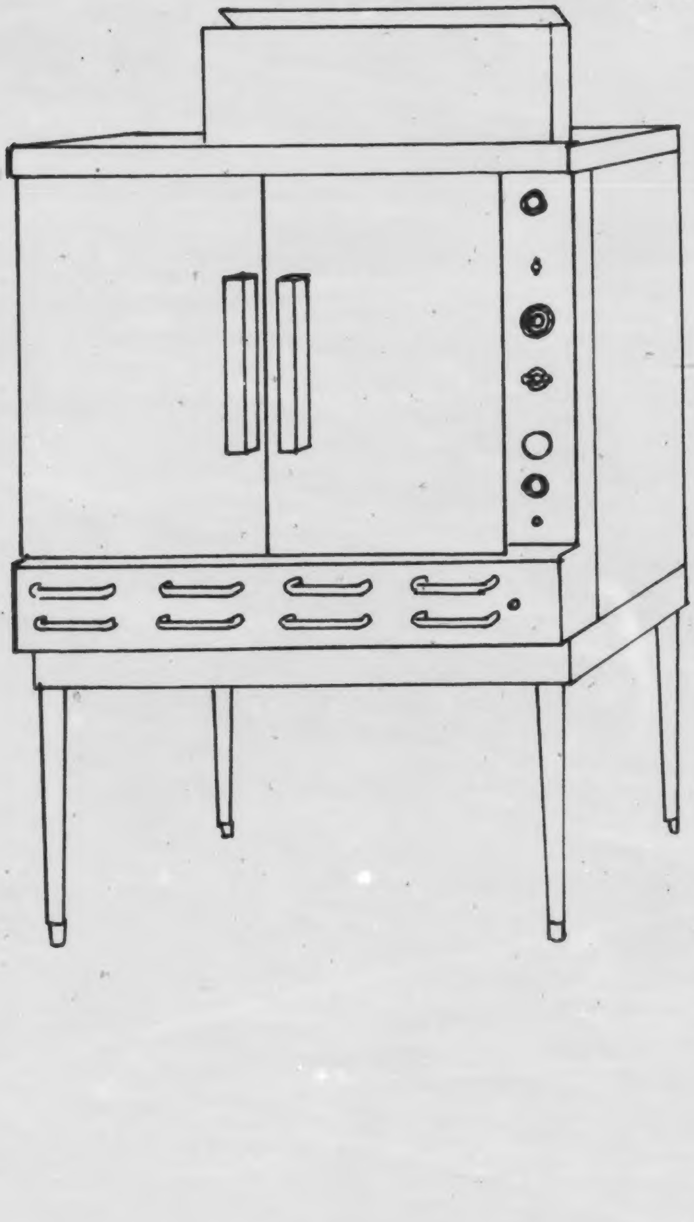
racks - metal shelves that hold the baking food.

rack holders - the parts at the sides of the oven that hold the racks in place.

oven doors - the parts at the front of the oven that open so food can be placed inside.

door handles - the part that is held to open and close the oven doors safely.

CONVECTION OVEN



LARGE EQUIPMENT

Microwave Oven

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a microwave oven.

WORDS TO KNOW:

microwave oven
timer
dial
push buttons
door
ON/OFF switch
indicator light

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the microwave oven (C-K)	Look at pictures of various models of microwave ovens. What do microwave ovens look like?
	With your teacher's help, find the microwave oven in your laboratory. Does the microwave oven in the laboratory look like the microwave ovens in the pictures?
Name the parts of the microwave oven (C-K)	While looking at pictures of microwave ovens, locate parts which all models have. Locate parts which are different. Listen as your teacher tells you the name of each part. Say the name of each part aloud.
	As your teacher points to various parts of the microwave oven in the food service laboratory, call out the name of that part.
Describe the procedures in operating the microwave oven safely (C-C)	Watch as a local utility company home service representative uses the microwave oven safely. Take turns describing the steps used by the home service representative for the safe use of the microwave oven.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice setting the timer on the microwave oven (P-GR)	With your teacher's help, practice setting the timer on the microwave oven. [NOTE TO TEACHER: If the timer is difficult for the handicapped student to grasp, attach a small dowel stick to the knob with a screw. See p. 244.]
	As your teacher calls out a particular time period, set your paper timer dial (see p. 244) for that amount of time. Let your teacher check your work.
Name the types of cookware materials that should be used in the microware oven (C-K)	Review with your teacher the information given to you by the home service representative about the types of cookware materials which should be used in the microwave oven.
	Watch and listen as your teacher shows and tells you the types of materials such as glass, paper, some ceramics, and plastic that should be used in the microwave oven. [SAFETY HINT: It is not always possible to determine by just looking whether or not a particular type of cookware is safe for use in the microwave oven. Serious burns may result from using unsafe cookware. Students should be taught to ask the teacher or manager before using any cookware in a microwave oven which they are not sure is safe. If there is any doubt regarding the safeness of a material, do not use it in the microwave oven.]
Name the types of cookware materials that should not be used in most microwave ovens (C-K)	Review with your teacher the information given to you by the home service representative about the types of cookware materials that should not be used in the microwave oven.
	Watch and listen as your teacher shows and tells you the types of cookware materials that should not be used in the microwave oven such as foil, metal, and metal-rimmed dishes.
Describe the types of cookware materials that should be used in the microwave oven (C-C)	Take turns showing the dishes in the food service laboratory that are safe to use in the microwave oven.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Describe the types of materials that can be used in the microwave oven.
Identify the types of functions that the microwave oven can perform (C-K)	Listen as your teacher reviews the uses of a microwave oven such as baking, roasting, boiling, stewing, melting, and defrosting.
Give examples of the types of functions that the microwave oven can perform (C-C)	Divide into pairs. Take turns with your partner naming uses of a microwave oven.
Practice using the microwave oven (P-GR)	With your teacher's help, practice using the microwave oven to prepare a food product. Why should you be sure that the pan will fit inside the microwave oven before you fill it with food?
Carry out proper cleaning procedures for the microwave oven (P-GR)	Watch as your teacher shows how to clean the microwave oven.
	With your teacher's help, clean the microwave oven. [NOTE TO TEACHER: General cleaning procedures may be found on p. 245.]
Perform cleaning procedures on the microwave oven (P-M)	Clean the microwave oven whenever necessary without waiting to be told by your teacher.
Use the microwave oven safely and correctly (P-M)	Use the microwave oven whenever necessary in meal preparation.

WORDS TO KNOW
About the Microwave Oven
(Teacher Information Sheet)

microwave oven - an oven that cooks foods quickly.

timer - a dial or push buttons on the microwave oven that make the oven cook for a set amount of time.

dial - the round part on some microwave ovens used to set the oven to cook for a set amount of time.

push buttons - small knobs on some microwave ovens that are pressed in to make the oven cook for a set amount of time.

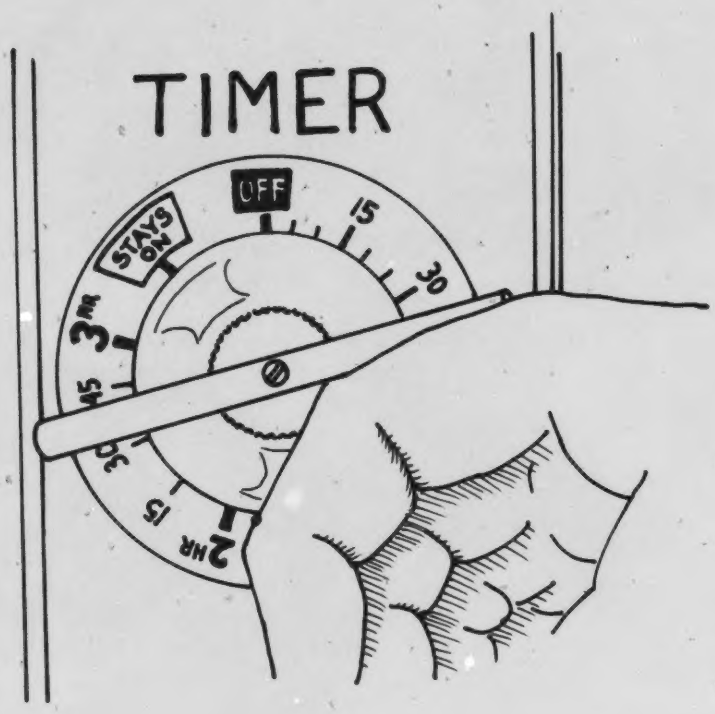
door - the part of the microwave oven that opens and closes to let you put in and take out food.

ON/OFF switch - the part used to make the microwave oven start and stop cooking.

indicator light - the part of the microwave oven that lights up when the oven is cooking.

ADAPTATION FOR EASY GRASP OF TIMER

(Teacher Information Sheet)



HOW TO MAKE A PAPER TIMER

Use heavy paper to make the timer. Cut a large circle and put numbers on it to look as much as possible like the microwave oven timer in the laboratory. Use a brad to attach a strip of paper in the middle to serve as the time indicator line. Let students practice setting the paper timer for a particular amount of time.

CLEANING PROCEDURES
For the Microwave Oven
(Teacher Information Sheet)

THINGS TO NOTICE: Spilled food inside the microwave oven.

When to Clean	How to Clean
As needed	1. If you notice foods have been spilled as you remove foods from the microwave oven, clean the area with a cloth that has been dipped in hot detergent water and then wrung out. 2. Dry the inside thoroughly.
Weekly	1. Clean the outside of the microwave oven with a cloth that has been dipped in detergent water and wrung out or with an all-purpose cleaner.

TIP: Clean up spills in the microwave oven as soon as possible.

LARGE EQUIPMENT

Range Top

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a range top.

WORDS TO KNOW: range top burners

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the range top (C-K)	Watch and listen as your teacher shows and tells you where the range top is in the laboratory. What does the range top look like? Where is the range top in the laboratory?
Identify the parts of the range top (C-K)	Watch and listen as your teacher identifies each part of the range top. (See p. 249.) As your teacher points to a part of the range top, call out the name of that part. As your teacher calls out a part of the range top, point to that part.
State the safe procedures for the use of the range top (C-K)	Watch as your teacher demonstrates the safe use of the range top. Are matches used to light the range top? Is the gas turned on before or after lighting the match?
Describe the safe procedures for the use of the range top (C-C)	Using photos of correct and incorrect steps for the use of the range top, describe for the rest of the class what is happening in the picture and whether it is the correct or incorrect thing to do. If the picture shows an unsafe act, what should have been done instead? [NOTE TO TEACHER: Take photos of students acting out safe and unsafe procedures for use in this experience. If you are unable to take pictures, simply have students act out procedures as the rest of the class watches. For ideas of unsafe procedures, refer to the Safety Precautions lesson in the SAFETY unit.]

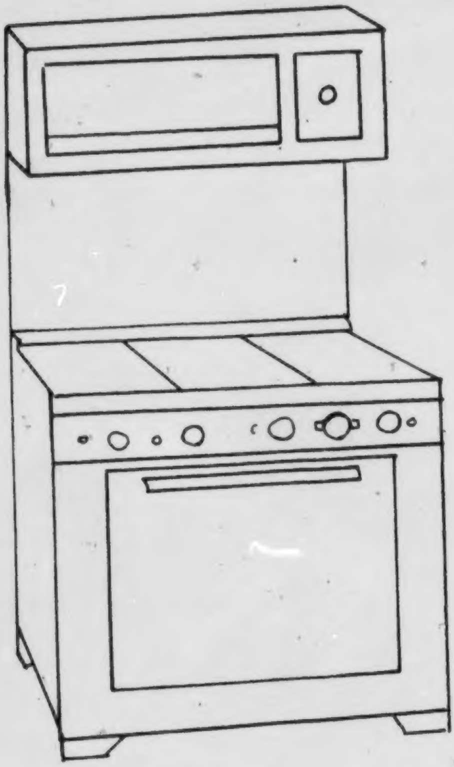
OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice using safe procedures for the use of the range top (P-GR)	With your teacher's help, prepare a food product or an entire meal on the range top.
Identify the correct procedures for cleaning the range top (C-K)	Watch as your teacher demonstrates the correct cleaning procedures for the range top. Why is it important to keep the range top clean? [NOTE TO TEACHER: General cleaning procedures can be found on pp. 250-251.]
	With your teacher's help, name the types of cleansers used in the demonstration of range top cleaning.
Describe the correct procedures for cleaning the range top (C-C)	Pretend a new employee asks you how to clean a range top. What would you say? How do you know the range top needs cleaning? How often should the range top be cleaned? What temperature should the range top be before you try to clean it? What steps for the daily cleaning of the range top should be followed? Are there steps that are done weekly? What are they?
Practice cleaning the range top (P-GR)	With your teacher's help, practice cleaning the range top.
Use the correct procedures for using and cleaning the range top (P-M)	Use the correct steps for using and cleaning the range top whenever needed in the food service laboratory.

WORDS TO KNOW
About the Range Top
(Teacher Information Sheet)

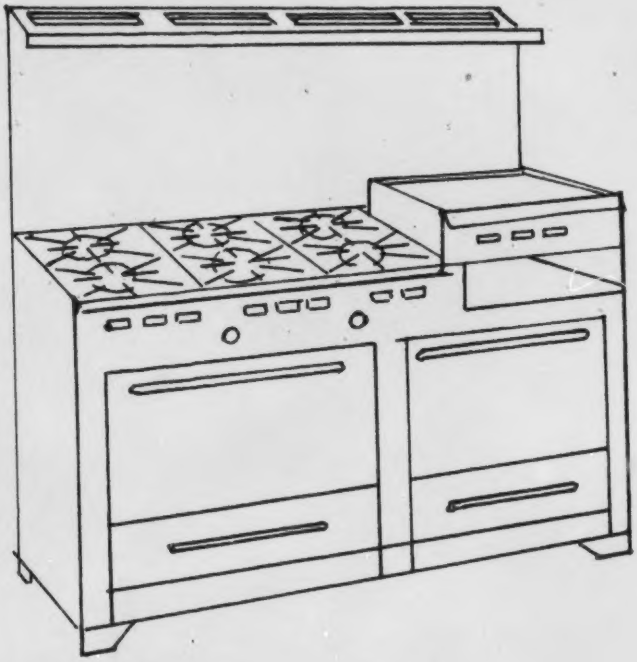
range top - a cooking surface with burners.

burners - the parts of the range top where the flame or heat is made.

RANGE TOP



Hot Top



Open Top and Fry Top

CLEANING PROCEDURES
For the Range Top
(Teacher Information Sheet)

THINGS TO NOTICE: Spilled foods on the range top.

When to Clean	How to Clean
Daily	1. Let the range cool. 2. If the range has an open top-- a. Lift out the burner grids. b. Take grids to sink and scrub with a brush. c. Rinse with clean hot water. Wipe dry with a clean cloth. d. Brush burners with a wire brush. Light burners to check for clogged burners. If burners are clogged, use an ice pick to open. 3. If the range has a solid top-- a. Scrub top of range using hot machine detergent solution, brush, and clean damp cloth. b. HINT: Don't use much water. 4. Clean back apron and warming oven. Use hot machine detergent and a clean damp cloth. 5. Remove grease and/or warming trays below burners of open top range. Take to sink and scrub. 6. Rinse with clean, hot water. Wipe dry with clean dry cloth. 7. Apply salad oil or clean shortening to solid top range to prevent rust.
Weekly	1. Allow range to cool. 2. For solid top range-- a. Remove center lid using ring hook. b. Remove ring and side plates. c. Spread brown paper or newspaper on firebrick. d. Scrape off burned-on particles from lid, ring, and side plates with a putty knife. e. Scrape edges and top surface with a putty knife and wire brush. f. Soak parts 20-30 minutes in hot machine detergent solution. g. Scrub parts, edges, and top surface. h. Rinse with clean, hot water. Wipe dry with clean, dry cloth. Remove paper from firebrick. i. Put all parts back on range top. j. Put salad oil or clean shortening on top to prevent rust.

When to Clean (cont.)

How to Clean (cont.)

3. For open top range--
    a. Remove burner grids.
    b. Boil burner grids in cleaning solution while cleaning fryer.
    c. Take grids to pot and pan sink. Scrub with hot machine detergent solution and brush.
    d. Rinse with clean, hot water. Wipe dry with clean, damp cloth.

LARGE EQUIPMENT

Griddle

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a griddle.

WORDS TO KNOW:

- griddle
- grease trough
- grease
- temperature control
- splash guard
- draining tray or drawer
- signal light
- season
- pre-heat
- griddle stone

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define griddle (C-K)	Listen as your teacher tells you what a griddle is. What does a griddle look like?
Identify the griddle (C-K)	Watch as your teacher points out the griddle in the laboratory. Did the griddle look the way you thought it would? How did you think the griddle would look?
Name the parts of the griddle (C-K)	Listen as your teacher points out and identifies the various parts of the griddle. What is the long box-like part along the front or side of the griddle? What does the temperature control look like? (See p. 255.) As your teacher calls out a part of the griddle, touch that part.
State the function of each part of the griddle (C-K)	Listen as your teacher tells the use of each part of the griddle. What does it mean when the signal light comes on? Why does the griddle have a splash guard?
Describe the function of each part of the griddle (C-C)	Watch and listen as the teacher demonstrates how to operate the griddle and the use of each part. As your teacher points to a part of the griddle, explain what that part does.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Name safety precautions for use and care of the griddle (C-C)	Watch as a local restaurant manager demonstrates the use of the griddle and tells safety rules to be considered.
Explain safety precautions for use and care of the griddle (C-C)	Visit a fast food operation to observe griddle use. What safety precautions did the griddle operator observe? Why did the griddle operator observe each safety precaution? Why is it important to follow safety precautions?
Imitate procedures for seasoning the griddle (P-GR)	Watch as your teacher demonstrates how to season the griddle. Describe the steps used to season the griddle. Practice the steps for seasoning the griddle.
Practice safe and correct use of the griddle (P-GR)	With your teacher's help, use the griddle to cook a food item. Why should you never strike the griddle with the edge of the spatula?
Identify correct cleaning procedures for the griddle (C-K)	Listen as your teacher demonstrates correct steps to cleaning the griddle. What are the steps in the cleaning the griddle? What tools and supplies are needed? How is a griddle stone used? Should the griddle be hot, warm, or cold when it is cleaned? [NOTE TO TEACHER: General cleaning procedures can be found on p. 256.]
Explain the proper procedure for cleaning the griddle (C-C)	Describe to a partner the correct way to clean the griddle.
Carry out procedures for cleaning the griddle (P-GR)	With your teacher's help, clean the griddle.
Use the griddle safely and correctly (P-M)	Use the griddle whenever needed in meal preparation.
Perform cleaning procedures on the griddle safely and correctly (P-M)	Clean the griddle when it is necessary.

WORDS TO KNOW
About the Griddle
(Teacher Information Sheet)

griddle - a flat metal surface on which food is cooked.

grease trough - a long shallow open box-like part along the front or side of the griddle into which grease and scraps are scraped.

grease - an oily material that comes out of meat as it is cooked.

temperature control - a knob that is used to turn the griddle on and off and to make the griddle surface the correct degree of hotness.

splash guard - the part around the back and sides of the griddle that keeps grease from getting on the wall and floor.

draining tray or drawer - a box at the bottom of the griddle that catches grease and food scraps as they are scraped from the grease trough.

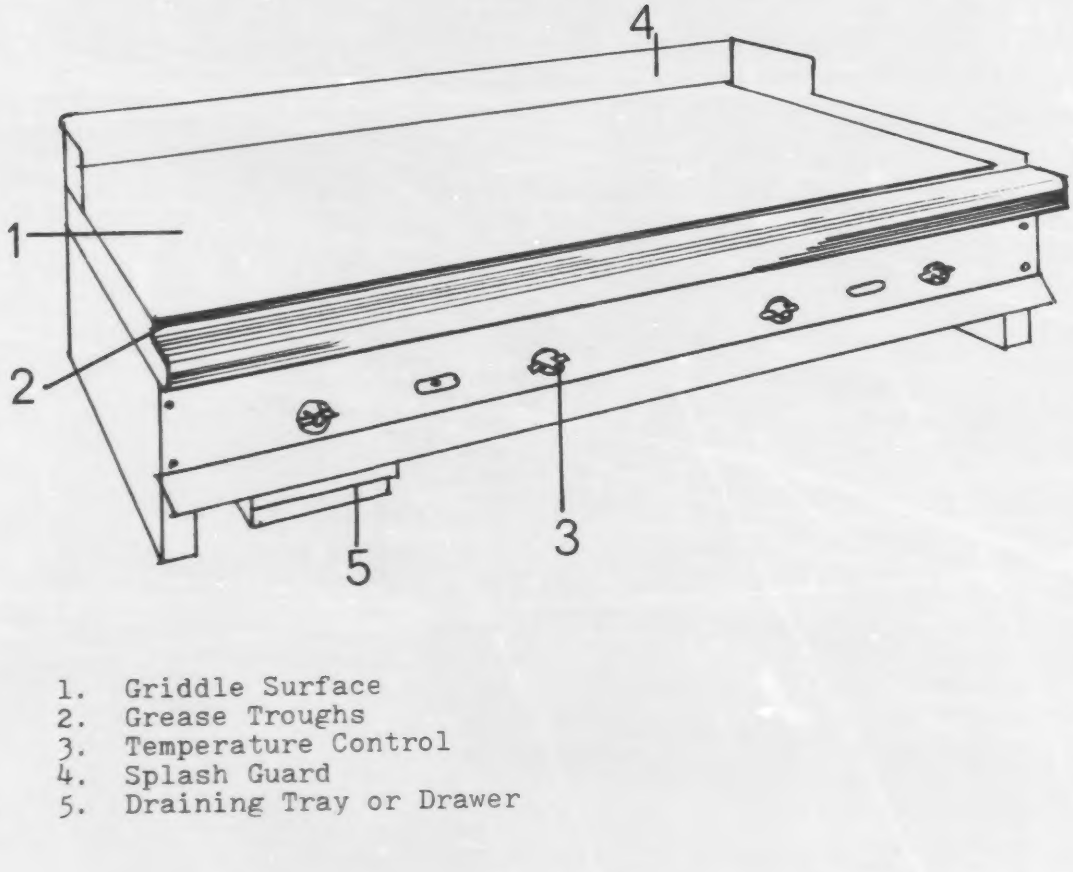
signal light - a small light that comes on when the griddle is ready to use.

season - to coat with fat to keep foods from sticking. The griddle should be seasoned when it is new and after each cleaning.

pre-heat - to heat the griddle to the correct degree of hotness before using it.

griddle stone - a stone used to polish the griddle.

GRIDDLE



1. Griddle Surface
2. Grease Troughs
3. Temperature Control
4. Splash Guard
5. Draining Tray or Drawer

CLEANING PROCEDURES
For the Griddle
(Teacher Information Sheet)

THINGS TO NOTICE: Build-up of black carbon coating on the cooking surface of the griddle.

When to Clean	How to Clean
Daily	1. Scrape all loose soil from the cooking surface as soon as the griddle is cool enough to work with. 2. Wet the cooking surface with water. Sprinkle with a cleaner. Brush the surface with a good nylon brush. 3. Scrape off the loosened soil and rinse the area with a wet sponge. 4. Polish cast iron griddles with a griddle stone. Do not use a griddle stone on stainless or plate steel griddles. 5. Empty and wash the grease drawer. 6. When the griddle heats again, brush it with vegetable oil.

TIPS: Don't overheat the griddle. Use the temperature control to save energy and money.

LARGE EQUIPMENT

Deep Fat Fryer

COMPETENCY: Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.

SUB-COMPETENCY: Ability to correctly and safely use and care for a deep fat fryer.

WORDS TO KNOW:

deep fat fryer
frying
frying basket
temperature control
timer
heating element
signal light
shortening
oil
tank
flavor transfer
grease fire

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define deep fat fryer (C-K)	Watch and listen as your teacher shows and tells about different kinds of deep fat fryers. [NOTE TO TEACHER: Prepare a poster of pictures of deep fat fryers obtained from a commercial catalog.] What does a deep fat fryer look like? What is the deep fat fryer used for?
Identify the deep fat fryer (C-K)	Watch as your teacher shows you the deep fat fryer in the laboratory. Go to the school cafeteria and locate the deep fat fryer. Does the deep fat fryer in the cafeteria look like the one in the food service laboratory? Does the deep fat fryer in the cafeteria look like one of the pictures on the poster that your teacher showed you?
Identify food items that can be cooked in the deep fat fryer (C-K)	Listen to and watch the cafeteria cook explain the different uses of the deep fat fryer and the foods that can be cooked in the deep fat dryer. Watch as your teacher shows you pictures of foods that could be cooked in the deep fat fryer. Watch as your teacher shows you pictures of foods that could not be cooked in the deep fat fryer.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	As your teacher holds up pictures of food, state whether or not this food product could be cooked in the deep fat fryer.
Name the parts of the deep fat fryer (C-K)	Watch and listen as your teacher points out the parts of the deep fat fryer in the food service laboratory. (See p. 261.)
	As your teacher points to a part of the deep fat fryer, call out the name of that part.
	Listen as your teacher explains what each part of the deep fat fryer does.
Explain the functions of the parts of the deep fat fryer (C-C)	As your teacher points to various parts of the deep fat fryer, explain what that part does.
List safety precautions related to the deep fat fryer (C-K)	Listen as your teacher names safety precautions when using the deep fat fryer. (See p. 262.) Should you put the food items in the baskets before or after the baskets are put into the hot fat? If you are not using the deep fat fryer for a short period, at what temperature should the fryer be kept? If the deep fat fryer is not going to be used for a long period, should it be left on? What type of clothing should you wear when using the deep fat fryer?
Give examples of safety precautions related to the deep fat fryer (C-C)	Sit in a circle. Go around the circle with each person naming a safety precaution for using the deep fat fryer.
State the safe and correct procedure for using the deep fat fryer (C-K)	Listen as your teacher explains to you the correct steps for using the deep fat fryer. What is the biggest hazard in using the deep fat fryer? How can it be prevented? Why should the fat in the deep fat fryer be tasted daily?
	Watch as your teacher cooks with the deep fat fryer.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe the safe and correct procedure for using the deep fat fryer (C-C)	Pretend you are explaining to a new employee the safe and correct steps for using the deep fat fryer.
Practice using the deep fat fryer safely and correctly (P-GR)	With the help of your teacher, prepare one serving of food in the deep fat fryer.
State correct cleaning procedures for the deep fat fryer (C-K)	Listen and watch as your teacher shows and tells you the steps for cleaning the deep fat fryer. What are the steps in cleaning the deep fat fryer? How should burned-on grease be removed? How should carbon be removed from the heating elements? How often should this be done? [NOTE TO TEACHER: General cleaning procedures can be found on p. 263.]
	Divide into pairs. Take turns telling your partner the correct steps for cleaning the deep fat fryer.
Describe correct cleaning procedures for the deep fat fryer (C-C)	Describe for a partner the correct way to clean the deep fat fryer.
Practice cleaning the deep fat fryer (P-GR)	With your teacher's help, clean the deep fat fryer.
Use the deep fat fryer safely and correctly (P-M)	Use the deep fat fryer whenever needed in meal preparation.
Perform cleaning procedures on the deep fat fryer safely and correctly (P-M)	Clean the deep fat fryer whenever necessary.

WORDS TO KNOW
About the Deep Fat Fryer
(Teacher Information Sheet)

deep fat fryer - a deep tank that heats shortening or oil for frying foods.

frying - to cook in hot fat.

frying basket - a wire container used to hold food as it cooks in the deep fat fryer.

temperature control - a knob that is used to turn the deep fat fryer on and off. It also makes the fat the correct degree of hotness.

timer - device which is set to the amount of time the food is to be cooked. A signal light or buzzer may tell when the set time is up.

heating element - the wire rod in the deep fat fryer that heats the fat.

signal light - a small light that comes on when the deep fat fryer is ready to use or when the time set is up.

shortening - a solid fat such as lard.

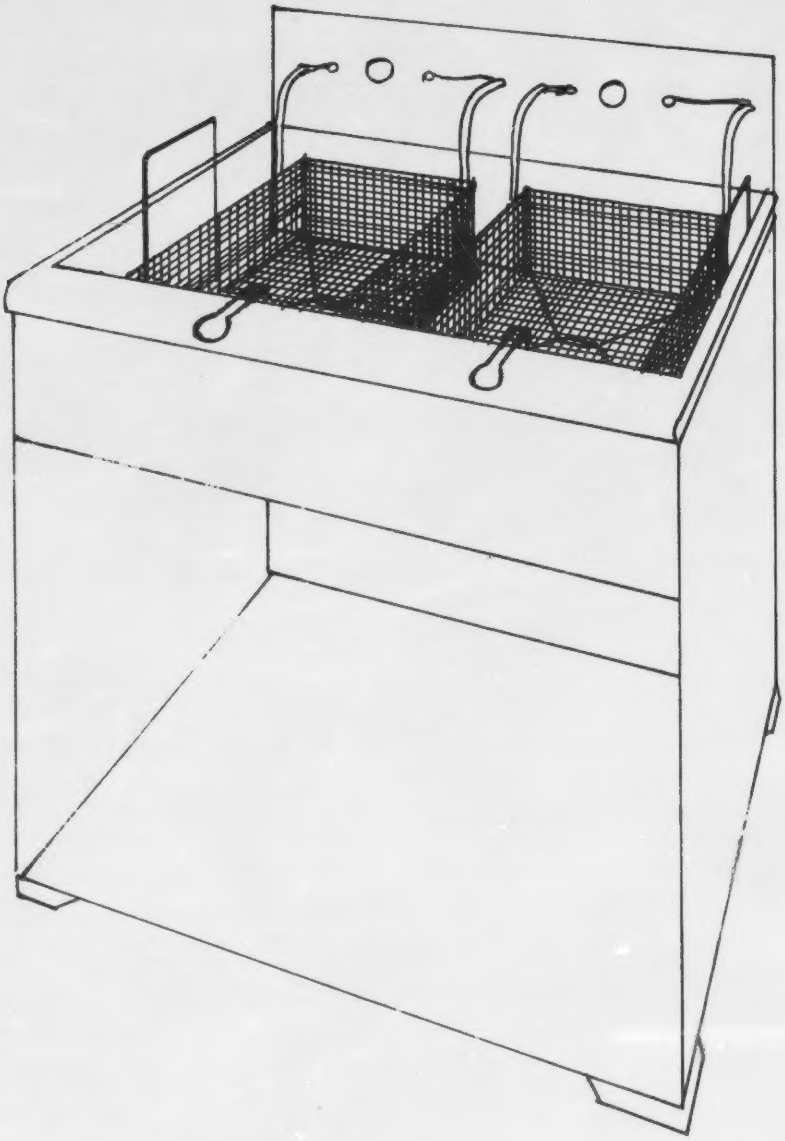
oil - a greasy liquid used in cooking.

tank or kettle - the part of the deep fat fryer that holds the oil.

flavor transfer - when a food takes up the flavor of another food. When French fries are fried in the same oil used for fish, the fries may taste like fish.

grease fire - what may happen when grease gets too hot.

DEEP FAT FRYER



SAFETY PRECAUTIONS
For the Deep Fat Fryer
(Teacher Information Sheet)

1. Always put items to be fried into baskets before the baskets are put in hot fat.

2. Keep deep fat fryer below 300° F. when not in use for short periods.

3. Do not leave deep fat fryer on for long periods of time to avoid overheating fat and causing grease fire.

4. Wear heavy gloves when removing fat filled tubs.

5. Wear the proper clothing. Do not wear sleeves or jewelry which hang down.

CLEANING PROCEDURES
For the Deep Fat Fryer
(Teacher Information Sheet)

THINGS TO NOTICE: If the fat smokes, it means the temperature is too high and that the fat has broken down.

Any crumbs in the fat should be removed.

Gum in the kettle means that the kettle needs cleaning.

When to Clean	How to Clean
Daily	1. Drain fryer and filter fat in commercial filter.
Weekly	1. Drain fryer and rinse the kettle thoroughly with hot water to remove as much loose grease as possible. 2. Close valve and fill the tank with warm water. Add alkaline cleaner. 3. Heat to a boil for 30 minutes. 4. As the kettle boils, scrub thoroughly with a long-handled, nylon-bristled brush. 5. Open the valve and allow the water to drain out. Scrub the inside of the kettle as the water level lowers. 6. Rinse thoroughly with warm water and allow to drain. 7. Close the valve and refill with warm water. 8. Let the water drain out and fill with warm water. 9 With the drain open, rinse again with warm water. 10. Allow to air-dry or dry with a soft cloth. Do not use the heat of the deep fat fryer to dry the kettle.

TIPS: Use different fat for oily foods than for foods that have a lot of water in them.

Taste fat to make sure it is still good. Replace fat regularly. Remember that poor quality fat cannot produce good quality food.

LARGE EQUIPMENT

Hood and Exhaust Fan

COMPETENCY:	Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.
SUB-COMPETENCY:	Ability to correctly and safely use and care for a hood and exhaust fan.
WORDS TO KNOW:	hood exhaust fan filter ON/OFF switch

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the hood and exhaust fan (C-K)	Watch as your teacher shows you the hood and exhaust fan in the laboratory.
Identify the parts of the hood and exhaust fan (C-K)	Watch as your teacher shows you the parts of the hood and exhaust fan. (See p. 267.)
	As your teacher touches a part of the hood and exhaust fan, call out the name of that part.
State the functions of the parts of the hood and exhaust fan (C-K)	Listen as your teacher tells you what each part of the hood and exhaust fan does.
	As your teacher tells what each part of the hood and exhaust fan does, name the part being described.
Describe the functions of the parts of the hood and exhaust fan (C-C)	Take turns describing parts of the hood and exhaust fan while your classmates guess which part you are describing.
Name hazards associated with the hood and exhaust fan (C-K)	After the hood and exhaust fan have been used several times run you finger underneath. Does your finger feel greasy? Why is this grease a hazard in a food service facility? What other type of fire can occur?
List the steps in operating the exhaust fan (C-K)	Listen as your teacher explains how and when to use the exhaust fan.
Explain the steps in operating the exhaust fan (C-C)	Explain to a partner the steps in using the exhaust fan. What are the steps in using the exhaust fan? When should the exhaust fan be used?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe the cleaning procedures for the hood and exhaust fan (C-C)	Listen as your teacher describes steps in cleaning the hood and exhaust fan. How is the hood cleaned? How is the exhaust fan filter cleaned? How often should the hood be cleaned? How often should the exhaust fan filter be cleaned? Why should the hood and filter be kept clean? Why should a worker use a sturdy step ladder to reach the hood for cleaning? Why should care be taken to avoid falling on the equipment below the hood? [NOTE TO TEACHER: General cleaning procedures can be found on p. 268.] Describe for the class the steps in cleaning the hood and exhaust fan.
Practice using the exhaust fan (P-GR)	With your teacher's help, use the exhaust fan to remove smoke, heat, and odors from cooking areas. Did you notice a difference in the air after the exhaust fan was turned on?
Practice cleaning the hood and exhaust fan (P-GR)	With your teacher's help, clean the hood and exhaust fan.
Use the hood and exhaust fan safely and correctly (P-M)	Use the exhaust fan whenever needed in in the food service laboratory without being reminded by the teacher. Clean the exhaust fan when assigned without assistance.

WORDS TO KNOW
About the Hood and Exhaust Fan
(Teacher Information Sheet)

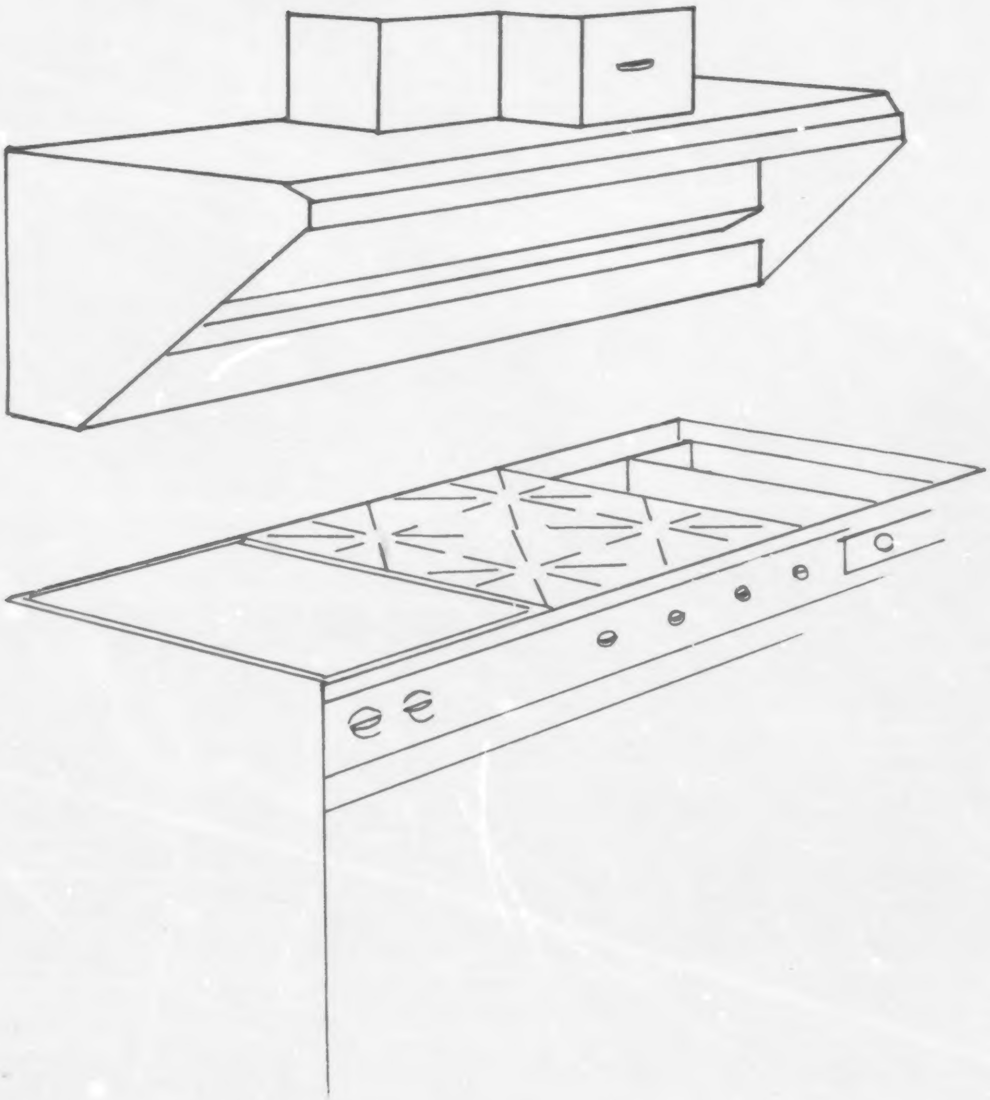
hood - the metal covering above cooking equipment like the range and griddle. The exhaust fan is located in the hood.

exhaust fan - the machine that removes smoke, heat, and odors from cooking areas.

filter - the part that catches grease and dirt removed by the exhaust fan.

ON/OFF switch - the part that makes the exhaust fan stop and go.

VENT-A-HOOD



CLEANING PROCEDURES
For the Hood and Exhaust Fan
(Teacher Information Sheet)

THINGS TO NOTICE: Greasy, sticky build-up on the hood.

When to Clean	How to Clean
At least once weekly (daily if fryers are used daily)	1. Remove the hood filter. 2. Wash the hood filter in the automatic dish machine. 3. Clean the hood surface with a brush that has been dipped in hot detergent solution. 4. Rinse the hood with a damp cloth. 5. Dry the hood with a soft cloth. 6. Replace the clean hood filter.

LARGE EQUIPMENT

Holding and Serving Equipment

COMPETENCY:	Ability to follow the correct procedures for the safe use and care of major commercial food service equipment.
SUB-COMPETENCY:	Ability to correctly and safely use and care for holding and serving equipment.

WORDS TO KNOW:

- bun warmer
- cold food unit
- hot food unit
- well
- pans
- covers
- pass through

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Name the parts of the serving line (C-K)	Listen as your teacher names the parts of the serving line. (See pp. 272-273.) As your teacher points to parts of the serving line, name each part.
Explain the function of each part of the serving line (C-C)	Listen as your teacher explains what part of the serving line does. Each person will be assigned one part of the serving line. Explain for the rest of the class what the part of the serving line you were assigned does. Listen as your teacher explains what part of the serving line does. Name the part your teacher is explaining.
Describe the correct procedures for serving foods from the serving line (C-C)	Watch and listen as your teacher demonstrates the correct steps for serving foods from the serving line. Should foods be carefully arranged on dishes? Is it important to give everyone the same size serving of food? Is it important for the foods to be attractively displayed? How should you wipe spills on a customer's plate.
Practice serving food from the serving line (P-GR)	With your teacher's help, practice serving food from the serving line during a meal.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
State the proper procedures for cleaning the parts of the serving line (C-K)	Listen as your teacher states the correct steps for cleaning the serving line. [NOTE TO TEACHER: General cleaning procedures may be found on p. 274.]
Explain the proper procedures for cleaning the parts of the serving line (C-C)	Each student will select a card with a question about cleaning the serving line. Read the question and answer it for your classmates. [NOTE TO TEACHER: Make up questions with your serving line equipment in mind. You may have to read the questions if the students cannot read.]
Practice cleaning the serving line equipment (P-GR)	With your teacher's help, clean the serving line equipment.
Carry out proper procedures for cleaning the serving line equipment (P-M)	Clean the serving line in the laboratory whenever it is necessary.
Use the serving line correctly (P-M)	Serve from the serving line correctly whenever needed in laboratory experiences.

WORDS TO KNOW
About Holding and Serving Equipment
(Teacher Information Sheet)

bun warmer - the heated drawer in a serving line.

cold food unit - a piece of holding and serving equipment used to keep cold foods cold.

hot food unit - a piece of holding and serving equipment used to keep hot foods hot.

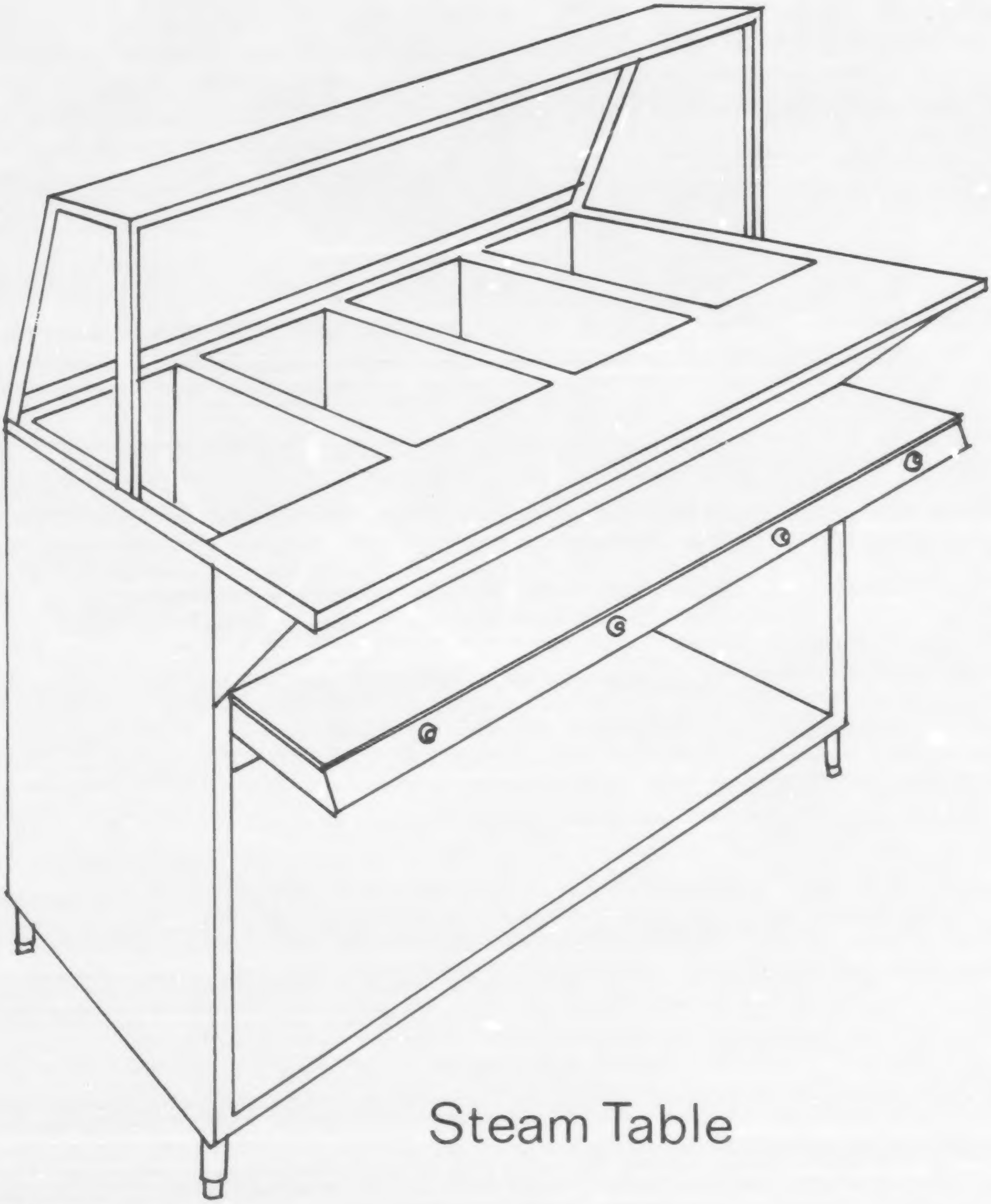
well - an open space in a holding and serving unit to hold pans.

pans - food containers that fit in holding and serving equipment.

covers - lids for pans.

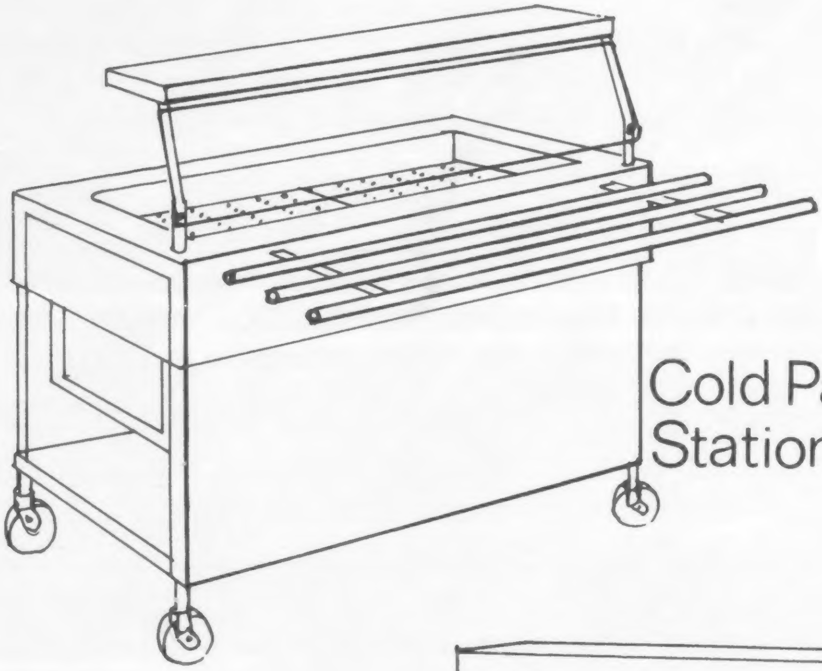
pass through - an opening between the kitchen and the serving area.

HOT SERVING AND HOLDING UNITS

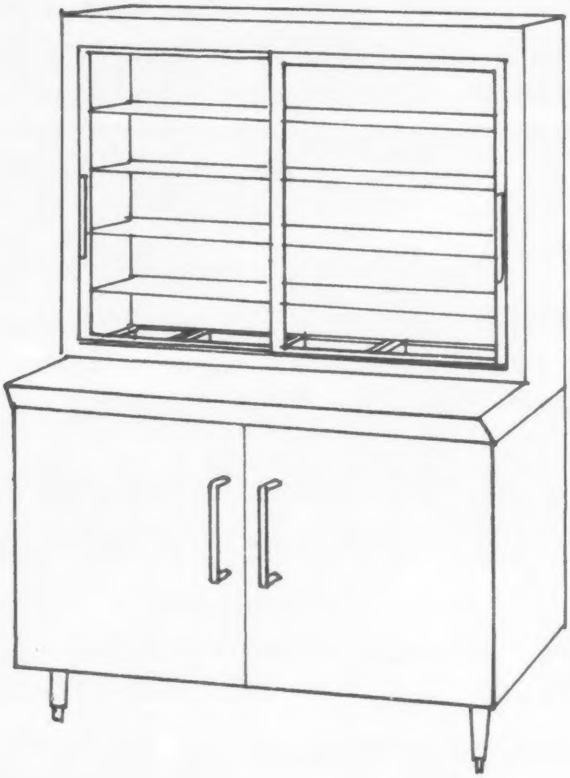


Steam Table

COLD HOLDING AND SERVING UNITS



Cold Pan Station



Salad Case

CLEANING PROCEDURES
For the Hot and Cold Serving Lines
(Teacher Information Sheet)

THINGS TO NOTICE: Spilled food on surfaces of the serving line.

When to Clean	How to Clean
Daily	1. When all food has been served, remove containers of food and store leftovers. 2. Take empty containers to the pot and pan sink and wash them. 3. Using a clean cloth and/or a scrub brush and a hot detergent solution, clean the serving line. 4. Rinse the serving line with a clean damp cloth. 5. Polish stainless steel parts of the serving line with metal polish.
Weekly	1. Follow the regular cleaning with a rewashing with the hot detergent solution.

FOOD PRODUCTION

Food Preparation Techniques

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCY: Ability to apply preparation terms to the correct technique.

WORDS TO KNOW:

meats
- roast
- broil
- grill
- braise
- baste
- brown
- season
- stuff

salads, fruits, and vegetables
- cut
- slice
- chop
- dice
- peel
- grind
- grate
- chill
- mold
- mash
- marinate

surface cooking
- boil
- saute
- fry
- pan-broil
- deep fat fry
- cool
- melt
- poach
- scald
- simmer
- steam

mixing and preparation
- mix
- stir
- blend
- drain
- cut in
- dissolve
- dust
- knead
- sift
- wash
- beat
- whip
- dilute
- level off
- brush
- dot
- cream

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	[NOTE TO TEACHER: Preparation techniques may be shown preceding the laboratory in which they will be used. Illustrate only a few techniques at a time.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define common food preparation techniques (C-K)	Look at slides and listen to a tape on common words on food preparation. View the slides a second time and name each preparation term shown. [NOTE TO TEACHER: Use students to pose for pictures and make the recordings to be used in future presentations.]
	Play bingo using cards with cooking terms instead of numbers. Match pictures shown by your teacher to the word on your card. Use small pictures to cover the word on your card so that your answer can be checked.
	Play "Chef Rummy" to match food preparation pictures and words. (See p. 280.)
	Study handouts on baking and pastry, salad and vegetables, and fruit preparation. Handouts will have the name of the technique, the definition of the work, and an illustration of the technique. [NOTE TO TEACHER: Teach food preparation terms a few at a time as they are needed.]
	Read a recipe for biscuits. Underline all terms, such as mix, knead, and bake, which tell you how to make biscuits.
	Watch as your teacher shows you the tools and equipment used for each food preparation technique.
Notice how to apply preparation techniques (P-P)	Observe as your teacher uses common food preparation techniques. [NOTE TO TEACHER: Emphasize safety in using knives and touching hot elements.]
Describe procedures indicated by food preparation techniques (C-C)	Play the "Match Mate" game. Match pictures of food preparation techniques to the word for that procedure. (See p. 281.) [NOTE TO TEACHER: Students can play this game over and over adding new techniques as they are taught.]
	Select from a box one cooking term. Then choose proper tools used and/or act out the technique. [NOTE TO TEACHER: Only place a few cooking terms in the box and display the utensils needed for each technique.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice procedures indicated by food preparation techniques (P-GR)	Choose one technique a day and practice using the technique correctly. [NOTE TO TEACHER: Observe students' progress; help students master each technique before attempting another technique.]
Perform procedures indicated by food preparation techniques (P-M)	Perform tasks needed in food preparation as needed during food service laboratory.

WORDS TO KNOW
About Food Preparation Techniques
(Teacher Information Sheet)

Meats

roast - to cook by dry heat in an oven.

broil - to cook by placing under a flame or heating element.

grill - to cook on a metal rack above a flame or heating element.

braise - to cook in a small amount of liquid in a covered pan at a low temperature.

baste - to pour fat or meat juices over meat that is being cooked.

brown - to cook in a small amount of fat until all redness on the meat has disappeared.

season - sprinkle spices such as salt and pepper on meats to add flavor.

stuff - to fill foods with seasoning, bread, or other foods.

Salads, Fruits, and Vegetables

cut - to use scissors or a knife to divide something into smaller pieces.

slice - to cut a flat, thin piece from something larger.

chop - to cut into small pieces.

dice - to cut into small squares.

peel - to cut away the outside skin.

grind - to beat into tiny pieces between two hard surfaces.

grate - to make in small pieces by rubbing against something rough.

chill - to place in the refrigerator to become cold.

mold - to shape foods by hand or in a container.

mash - to flatten until soft and smooth.

marinate - to soak foods in a liquid for several hours.

Surface Cooking

boil - to heat a liquid until it bubbles.

saute - to cook fast in a small amount of fat.

fry - to cook in hot fat.

pan broil - to cook without fat.

deep fat fry - to cook in a full container of boiling fat.

cool - to lose heat.

melt - to change something hard to something liquid by heating.

poach - to cook in hot water.

scald - to heat milk or cream until it almost boils.

simmer - to cook in a liquid at a low heat.

steam - the mist made by boiling water.

Mixing and Preparation

mix - to stir or blend two or more ingredients together.

stir - to mix with a circle motion.

blend - to mix two or more ingredients together.

drain - to pour off liquid.

cut in - use a fork or pastry blender to mix fat with flour until the flour forms little balls.

dissolve - to mix a dry ingredient with a liquid until it disappears.

dust - to sprinkle a food with flour or salt.

knead - to fold or press dough.

sift - to pass dry ingredients through a small screen.

wash - to clean foods by rinsing or scrubbing them in water.

beat or whip - to mix two or more ingredients together with a mixing machine at a high speed.

dilute - to make thinner by adding liquid.

level off - to make even with a surface.

brush - to spread a liquid on a food.

dot - to put small pieces of butter here and there on something.

cream - to mix ingredients until they are smooth.

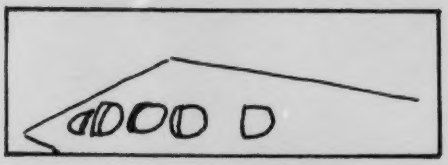
CHEF RUMMY[1]

(Teacher Information Sheet)

To make playing cards, cut apart and place on index cards and laminate for durability.

RULES:
1. 2-4 players
2. Shuffle the cards and deal one at a time face down until each player has 6 cards.
3. Place the remaining cards face down in the center of the table to form "Drawing Pile." Turn top card face upward beside drawing pile; this starts the "Discard Pile."
4. Each player tries to get rid of their cards by playing "Books." A book is 2 cards--one with a cooking term and the other with its picture. EXAMPLE:

Slice



5. Play is begun by player at left of dealer, who draws a card from the top of either the "drawing pile" or "discard pile," and forms, if possible, a "book" which she/he lays face upward before her/him.
6. At this point, other players may "challenge" the match of a book. If the book is "incorrect" the player must pick up the cards and put them back into his/her hand.
7. At the completion of a "challenge," if any, the player then discards one card to the discard pile. The player may form more than one book if possible, but may only draw and discard once.
8. This order of draw, play, and discard must be followed, unless player is unable to play or desires to hold back cards to block opponents, when player merely draws and discards as usual.
9. If all cards in the drawing pile have been used before the game is won, the discard pile may be shuffled and turned face down to form a new drawing pile.
10. A game is ended if a player clears his/her hand of all cards or when no cards remain in the drawing or discard pile.

SCORING:

+ 5 for player going out first.
+ 1 for each book any player has made.
+ 3 for challenger--if challenge is correct.
- 3 for challenger--if challenge is incorrect.
+ 3 for player--if the challenger is incorrect.
- 3 for player--if challenger is correct.

A player with a total of 50 points wins the game.

[NOTE TO TEACHER: pictures may also be used for bingo game.]

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[1] Developed by Mrs. Francis Whitaker, CVAE Teacher, Ft. Worth, Texas.

MATCH MATE
(Teacher Information Sheet)

RULES:

1. 6-12 players
2. Divide players evenly into Team 1 and Team 2. The teams will form lines and face one another.
3. The first person in line, in Team 1 will choose a term from a box and read it aloud.
4. The player in Team 2 directly across from Team 1 player must act out the technique correctly.
5. If the player acted out the technique correctly, then his/her team receives 4 points and Team 1 continues choosing terms.
6. If the player acted out the technique incorrectly, then her/his team loses 2 points and the game continues with Team 2 choosing a term. The teacher will be a judge to decide if each term was acted out correctly.
7. The team which receives 24 points first, wins. [NOTE TO TEACHER: A time limit can be set and the team with the most points at the end of the period wins.]

Students can use equipment such as a bowl and spoon, to help them act out a technique.

FOOD PRODUCTION

Recipes

COMPETENCY: Ability to use correct food production techniques in commercial food service.

SUB-COMPETENCY: Ability to follow a basic recipe.

WORDS TO KNOW:

recipe
ingredients
directions
yield (servings)
cooking time
portion
measure
temperature
bake
pre-heat

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	[NOTE TO TEACHER: Information on standardized recipes can be found in the introductory materials on pp. 16-19.]
Identify a recipe (C-K)	Look at different recipes as they are passed around the room, listen as your teacher tells what a recipe is.
Cite the parts of a recipe (C-K)	Look at the transparency as your teacher points to the parts of a recipe. (See p. 286.) Find the same parts on your recipe card. [NOTE TO TEACHER: Pass the same recipe you use on the overhead to each student.] Locate the following information on the recipe: (1) name of dish to be made, (2) yield or servings the recipe will make, (3) list of ingredients, (4) measurements of ingredients, (5) temperature, (6) cooking time, and (7) instructions on how to prepare the dish. [NOTE TO TEACHER: You may choose to begin with simple, illustrated recipes, however, students who can read should be encouraged to progress to regular recipes as they gain skill and confidence.]
Note how to use a recipe (P-P)	Study a handout on using a recipe. (See p. 287.) Watch as your teacher uses a simple recipe. Follow the steps on your handout.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Imitate correct procedure for using a recipe (P-GR)	Make a dish by following the steps on your recipe and doing what your teacher does. [NOTE TO TEACHER: Choose a simple recipe for the students to prepare. Demonstrate the procedures for making the recipe one step at a time. Make sure all students have completed one step before you begin illustrating the next procedure.]
Use a recipe correctly (P-M)	Prepare a simple recipe following steps given. Look for ways you can do better next time.
Note the quality of food produced (P-P)	Check the food you prepared noting the (1) texture, (2) smell, (3) color, (4) taste, and (5) flavor.

WORDS TO KNOW
About Recipes
(Teacher Information Sheet)

recipe - tells how to put together and cook a food dish.

ingredients - food used in a recipe.

directions - how to make a food dish.

yield - number of people the recipe will serve.

cooking time - the length of time a food needs to be cooked.

portion - how much food each person will get.

measure - to find the size or amount of something.

temperature - how hot or cold something is.

bake - to cook in the oven.

pre-heat - to turn the oven on and let it reach the correct temperature before you put the food in.

TRANSPARENCY FOR A RECIPE
(Teacher Information Sheet)

[NOTE TO TEACHER: In order to show the different parts of a recipe one of the following techniques may be used.]

1. Use one transparency sheet. As you talk about a recipe write the parts on the transparency with different colors of ink. If ink is not available use symbols such as squares, triangles, or circles.

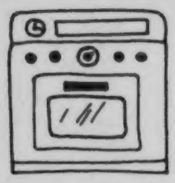
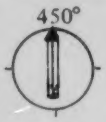
2. Have a recipe already written on a transparency. Place the transparency on the overhead projector and cover it with a sheet of paper. As you talk about the different parts reveal the portion of the recipe you are explaining.

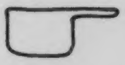
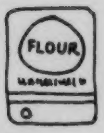
3. Use seven overlay transparency sheets and write in different colors of ink on each transparency one part of the recipe.

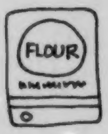
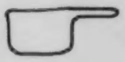
Sheet	Color of Ink	Part of Recipe
1	Red	Name of Recipe
2	Brown	Yield
3	Green	Ingredients
4	Orange	Measurements
5	Blue	Temperature
6	Yellow	Cooking Time
7	Black	Instructions

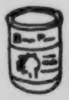
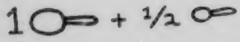
SAMPLE ILLUSTRATED RECIPE

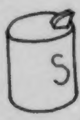
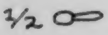
Rolled Biscuits

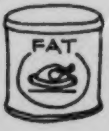
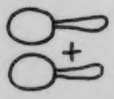
1. Turn  to 

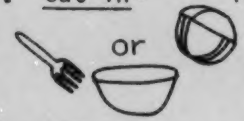
2. Measure 1 cup  flour 

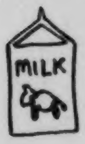
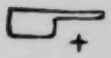
3. Mix flour  1 cup 

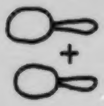
baking powder  1 1/2 teaspoons 

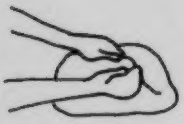
salt  1/2 teaspoon 

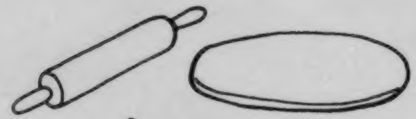
4. Cut in fat  2 tablespoons 

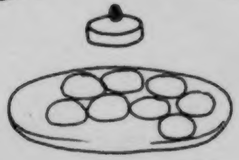


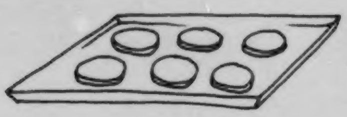
5. Stir in milk  1/4 cup 

2 Tablespoons 

6. Knead  5 to 10 times

7. Roll 

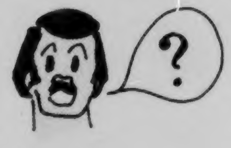
8. Cut 

9. Bake  10 to 12 minutes

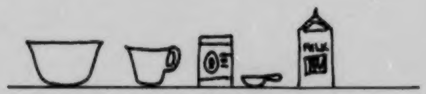
HOW TO USE A RECIPE

1. Read the whole recipe before you start to prepare the food.

2. Know words and amounts before you begin. Ask questions, if necessary.



3. Get out all the food and equipment needed.

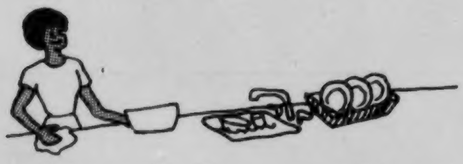


4. Weigh or measure all ingredients carefully.

5. Follow each direction in order.

#1 sift flour
#2 add milk
#3 stir

6. Keep your work area clean while you work.



7. Remember sanitation and safety every step of the way.

FOOD PRODUCTION

Volume and Weight Measurement

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to use measuring equipment correctly.

Ability to recognize measuring terms.

WORDS TO KNOW:

measure
liquid ingredient
dry ingredient
scale
abbreviation
level

metric
milliliter
liter
gram
kilogram

standard
teaspoon
tablespoon
few grains (pinch)
cup
pint
quart
gallon
ounce
pound

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define the purpose of measuring (C-K)	Listen to your teacher explain the reason for measuring ingredients. Watch a film which states the purpose of measuring.
Identify measuring equipment (C-K)	Look at a flip chart which shows measuring equipment. Choose a card from the "Learning Box" which has a picture of the measuring equipment on it. (See pp. 293-295.) Use the picture on the card to find the same item on the flip chart. Go on a Scavenger Hunt to find measuring equipment in your food laboratory. [NOTE TO TEACHER: Place measuring equipment in areas where they are usually kept. Have each student find one type of measuring device and place it on a table. If scales are too large to move, just have student bring it to the rest of the class's attention.] Examine the equipment found during the hunt.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Note the use of measuring equipment (P-P)	Watch as your teacher explains (1) which equipment is used for measuring dry ingredients and which is used to measure liquid or wet ingredients, (2) when to use scales. [NOTE TO TEACHER: As you explain the measuring equipment, place the proper ingredient in or on the measuring device. Example: water in a liquid measuring cup.] Look at a recipe. Underline ingredients that should be measured with a dry measuring cup or spoon. Circle ingredients that should be measured by a liquid measuring cup. Draw a square around ingredients that should be measured on a scale.
Observe how to use measuring equipment (P-P)	View a filmstrip or film on how to use measuring equipment. Note the following: is flour sifted in food service as it is at home? What ingredients are usually packed down when measured? Why must ingredients measured in measuring spoons be leveled off? Why is it important not to level off measuring spoons over the ingredients you are mixing? If a pan is used on a measuring scale, why must you note how much the pan weighs before adding the ingredients? Why must measurements be exact? Observe as your teacher shows you how to use measuring equipment. [NOTE TO TEACHER: Only explain two or three techniques for using measuring equipment before each lab. To get the students involved have them help you with your demonstration, for example, let them pour corn meal in a dry measuring cup.]
Practice using measuring equipment (P-GR)	Play the "Measuring Cup Game" to become familiar with standard and metric measurements. (See pp. 296-298.)

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Play "Who Can Guess How Much." Measure the items your teacher has given you and see if you can find the correct measurements. (See p. 299.) [NOTE TO TEACHER: For students who cannot see well have them listen to the sounds a liquid will make as it is being poured into a cup. There will be different sounds depending on the amount of liquid poured into a measuring cup. With practice students will be able to hear the different sounds. When students are measuring dry ingredients have them feel of the top of the spoon or cup to note if it is level. Knowing the sizes of cups or measuring spoons also aids students in measuring correctly.]
	Make a baked item such as cookies, brownies, or cake, using a quantity recipe. Ask your teacher to check all ingredients as they are measured.
	Prepare one or more of the following mixes: brownie mix, pie crust mix, or spice tea mix. Have your teacher check all ingredients as they are measured. Cover and place mixes in the refrigerator to be cooked and used at different times throughout the school year.
Identify abbreviations for measurements (C-K)	As your teacher writes different measurement abbreviations on the chalkboard, find the abbreviations on your handout sheet. (See p. 300.)
	Look through recipes and underline abbreviations used. Find the measuring equipment the abbreviation calls for. [NOTE TO TEACHER: Place different kinds of measuring equipment on a table so students can easily find what they need.
Practice measuring techniques using abbreviations (P-GR)	Practice measuring various ingredients listed on a check sheet. Work with a partner, checking one another's accuracy. Have your teacher check to see if you used the correct measuring equipment for the abbreviation on the check sheet.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify equivalent measurements (C-C)	Watch a flannel board demonstration on equivalent measurements. (See p. 301.)
Practice using equivalent measurements (P-GR)	Listen as your teacher gives you an amount to measure such as, measure one quart in cups. Then choose the type of measuring equipment needed and measure the amount your teacher called for. [NOTE TO TEACHER: Using flour and water, call out different measurements such as 1-1/2 T., 1 pint, 2/3 cup. Leave the flannel board display up so the students can look at it for extra help.]
Be aware of the importance of accuracy in measuring ingredients (A-Rec)	Listen as your teacher explains the importance of measuring ingredients accurately.
	View a filmstrip or film on the importance of carefully measuring ingredients. Note the following: (1) different ways of measuring incorrectly, (2) the end results of a product when incorrect measurements were used.
	Observe your teacher making a recipe using incorrect measurements. After the dish has been prepared discuss the (1) smoothness, (2) holes, (3) bubbles, (4) color, and (5) texture of the dish.
Participate in discussing situations involving lack of accuracy in measuring ingredients (A-Res)	Discuss case studies which explain what can happen when ingredients are not measured carefully. (See p. 302.)
Use measuring equipment, techniques, and abbreviations properly (P-M)	Pick a partner and together choose one recipe to make for the other class members. Follow the recipe using the measuring skills you have learned. After making the different dishes, check to see if you think the ingredients were measured correctly. [NOTE TO TEACHER: Provide recipes for the students to choose from and as they are working check their measuring techniques.]
	During the rest of the school year, measure ingredients correctly each time you prepare food.

WORDS TO KNOW
About Volume and Weight Measurements
(Teacher Information Sheet)

measure - to find the size or amount of something.

liquid ingredient - a wet food.

dry ingredient - food which is not wet.

scale - a machine for weighing.

abbreviation - a short form of a word.

level - to make flat or even.

Standard Measures

teaspoon - a small spoon used to measure food.

tablespoon - a spoon, larger than a teaspoon, used to measure food.

few grains - (pinch) - a very small measurement that is less than 1/8 of a teaspoon.

cup - a container used to measure food.

pint - measurement that equals 2 cups.

quart - a measurement that equals 4 cups.

gallon - a measurement that equals 4 quarts.

ounce - a small unit of weight.

pound - a measurement that equals 16 ounces.

Metric Measures

milliliter - a small liquid or dry measurement.

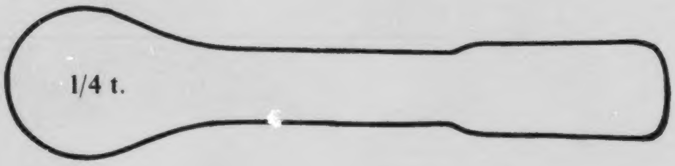
liter - a liquid or dry measurement that equals 1000 milliliters.

gram - a measurement of weight that equals 1000 milligrams.

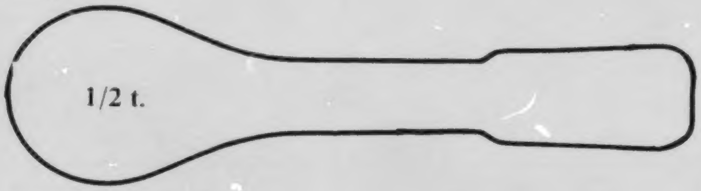
kilogram - a measurement of weight that equals 1000 grams.

MEASURING EQUIPMENT

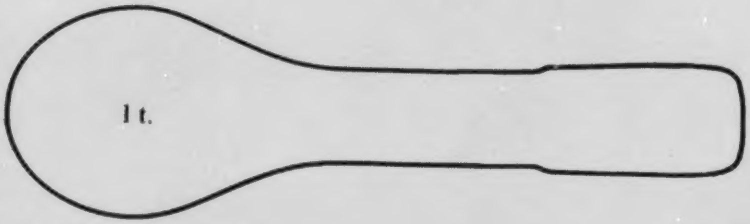
1/4 teaspoon – 1/4 t.



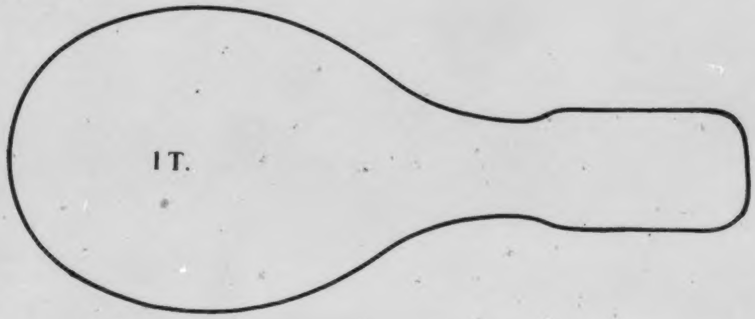
1/2 teaspoon – 1/2 t.



1 teaspoon – 1 t.

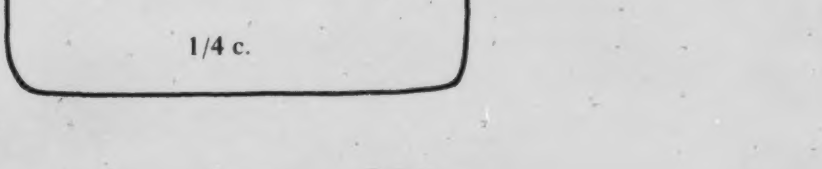


1 tablespoon – 1 T.

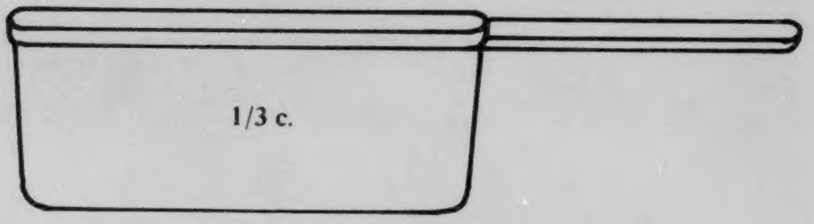


Dry Ingredients

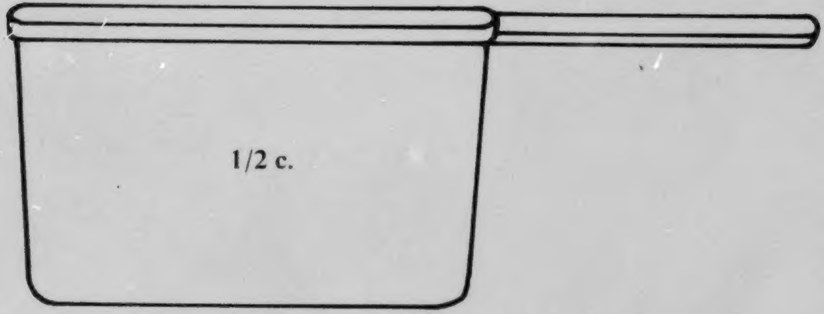
1/4 cup – 1/4 c.



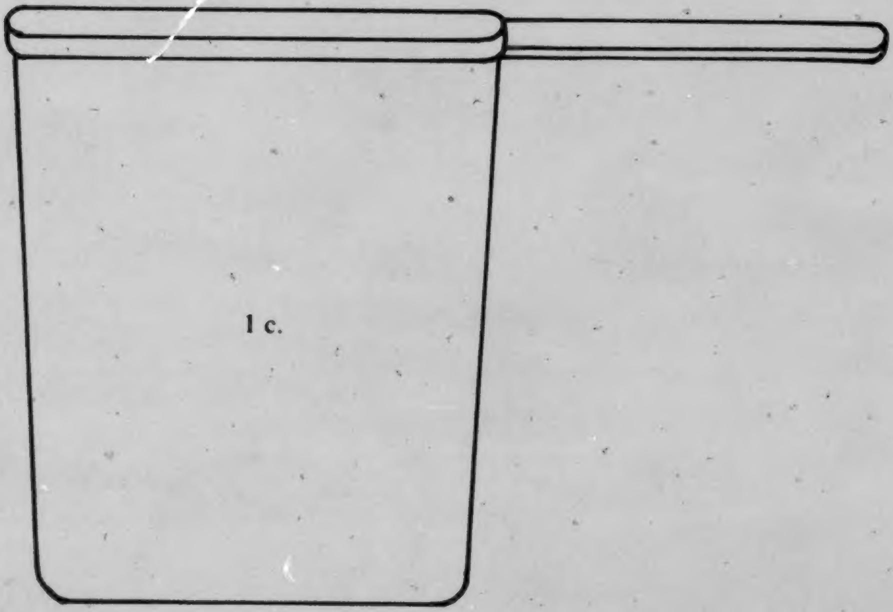
1/3 cup – 1/3 c.



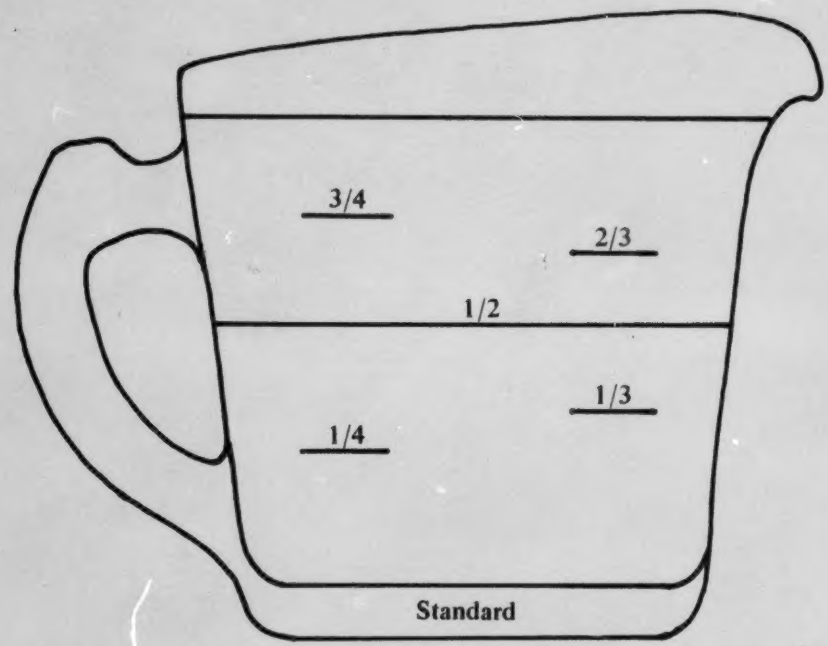
1/2 cup – 1/2 c.



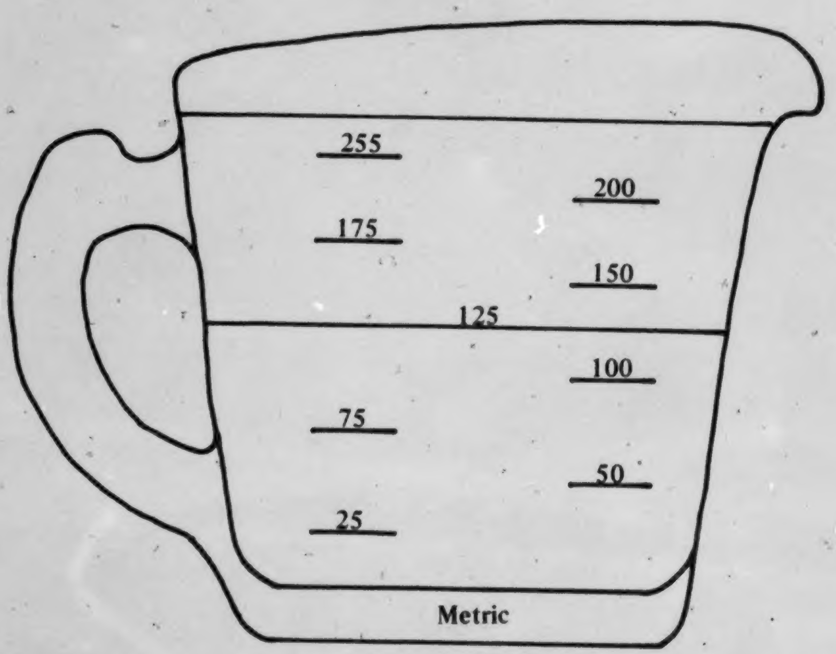
1 cup – 1 c.



Liquid Ingredients


3/4
2/3
1/2
1/3
1/4

Standard


255
200
175
150
125
100
75
50
25

Metric

[NOTE TO TEACHER: You can use these pictures of measuring equipment for the flip chart and for the "Learning Box" cards.]

MEASURING CUP GAME
(Teacher Information Sheet)

Use the measurements of the large cup on page 297 and cut out of construction paper the following:

Color	Size	Number (needed to fill one cup)
white	1 c.	1
red	1/2 c.	2
yellow	1/4 c.	4
green	1/3 c.	3

After you have cut these sizes out, write the size on each construction paper cut out. Have students place the different sizes of construction paper cut outs on the cup. First use 1/2 + 1/2 then 1/4 + 1/4 + 1/4 + 1/4 then 1/3 + 1/3 + 1/3 measurements, this will help them realize how much of each measurement is needed to fill a cup. As the student learns about equivalent measurement let them mix the different sizes of construction paper cut outs, such as 1/2 + 1/4 + 1/4, 1/4 + 1/2, 1/3 + 1/4.

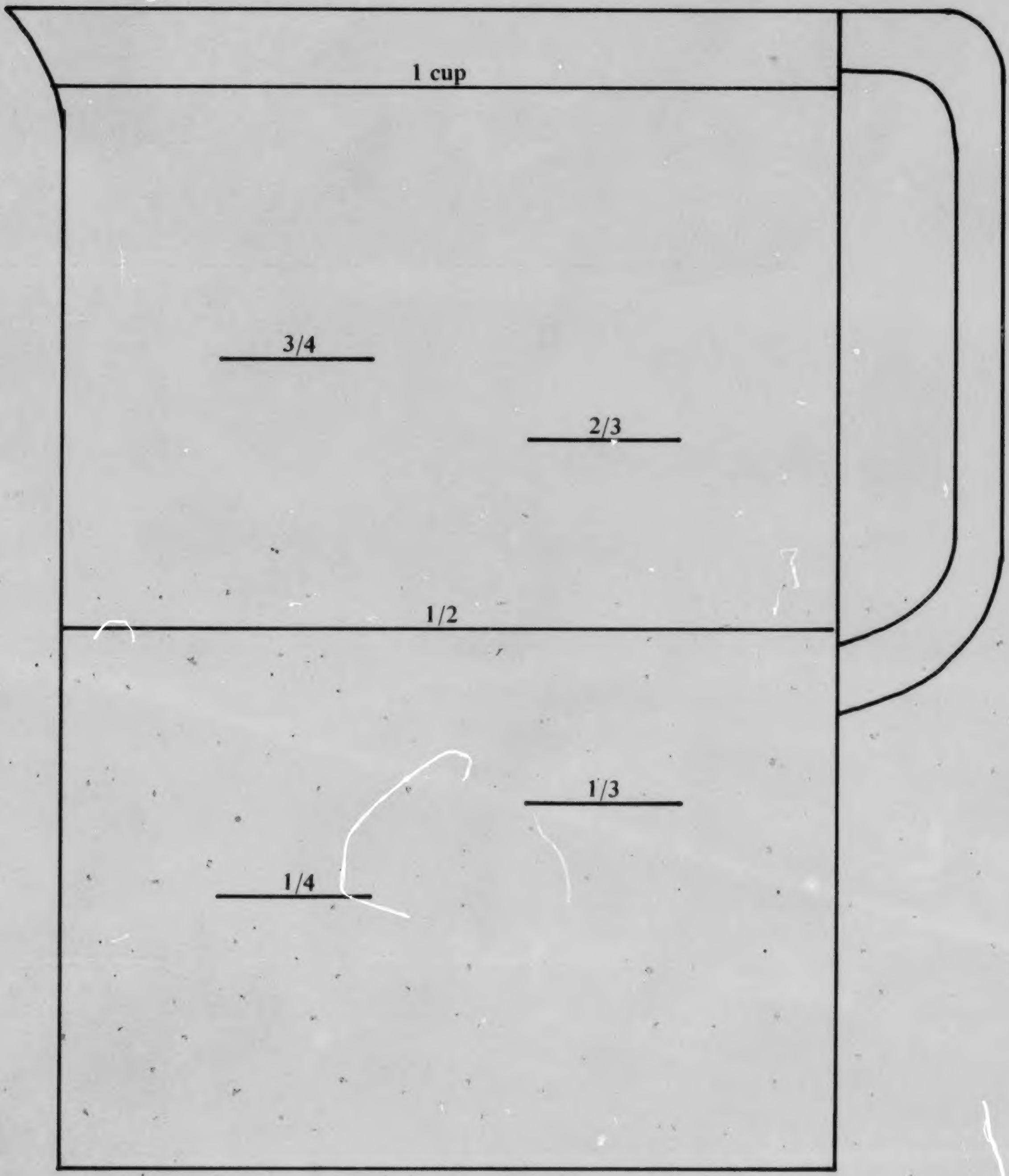
For the metric system use these measurements (p. 298):

Color	Size	Number
blue	50 ml.	5
orange	100 ml.	2
brown	75 ml.	3
pink	125 ml.	2

Explain to the students that only the 125 ml. will fill the 1 cup cut out and the other measurements almost fill the 1 cup cut out. Have students play the game following the same procedure as they used on standard measurements. You may also find it helpful to deal with metric measures only as they related to each other instead of comparing them with standard measures.

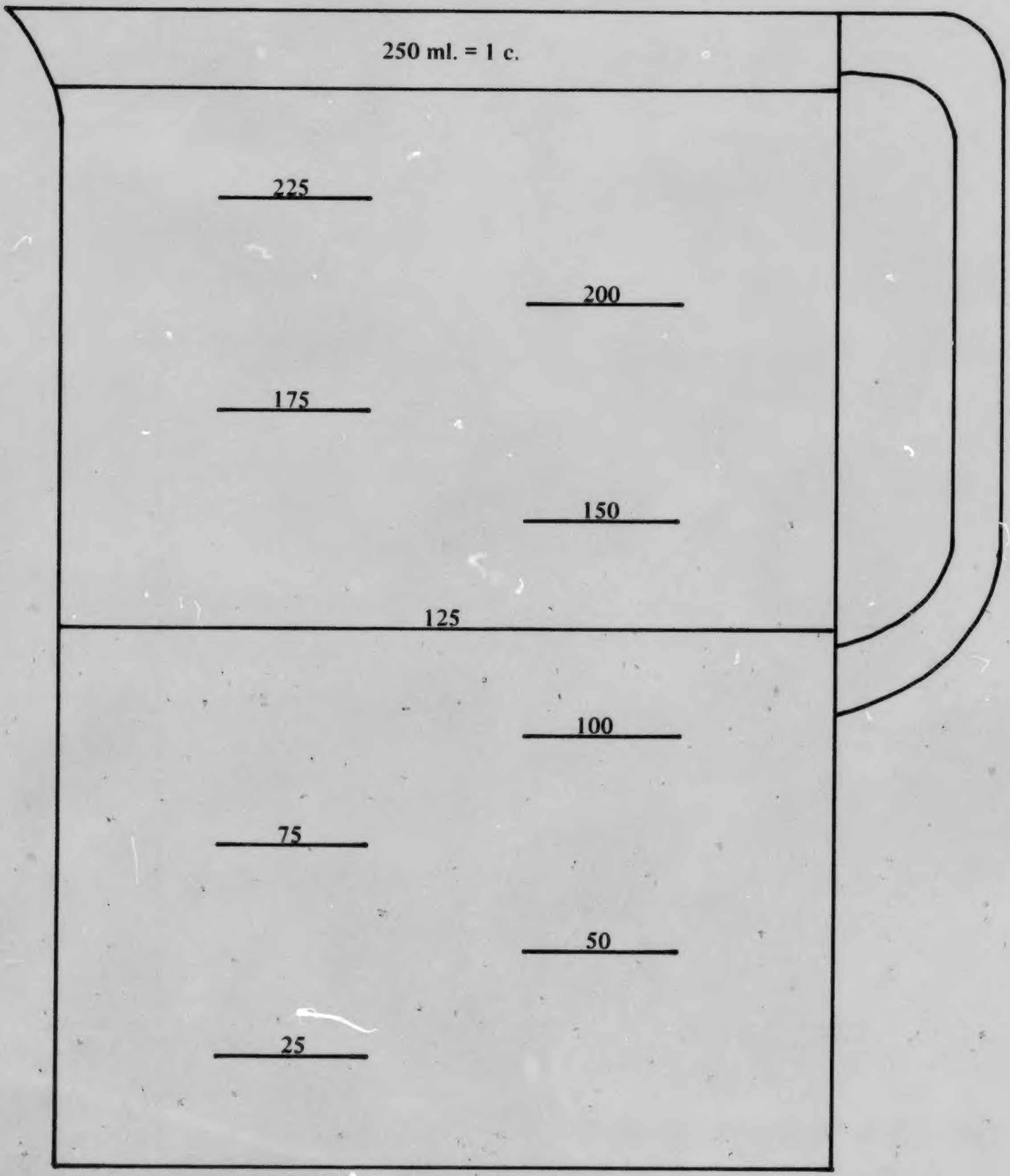
MEASURING CUP GAME

Standard Measuring Cup


1 cup
3/4
2/3
1/2
1/3
1/4

MEASURING CUP GAME

Metric Measuring Cup


250 ml. = 1 c.
225
200
175
150
125
100
75
50
25

"WHO CAN GUESS HOW MUCH"
(Teacher Information Sheet)

Preparation:

1. Pre-measure several kinds of foods, such as corn meal, brown sugar, water, and fat, and place the foods in bowls. Use different measurements like 1 c., 1/2 c., and 1 T. only. Also use foods that are weighed on scales.
2. Give one bowl to each student.

Directions:

1. Measure the food your teacher has given you. Use the right measuring equipment and use it correctly.
2. Place the food into another bowl as you measure it.
3. After you have finished measuring the food tell your teacher how much was in the bowl and which kind of measuring equipment you used.
4. If you measured the amount correctly, you receive 2 points, and if you measured with the right kind of equipment you receive 1 more point.
5. If you did not measure the amount correctly, you do not get any points for measuring, but your teacher will help you remeasure the food. If you did not use the right measuring equipment you do not get the extra point, but your teacher will help you remember the correct measuring spoon or cup to use.
6. After everyone has finished measuring one food, pass the food to the person to your right.
7. Measure the new food.
8. Each student should be able to measure at least 5 items.
9. The student with the most points wins.

[NOTE TO TEACHER: You may want to set a time limit on this game as the students become familiar with measuring.]

ABBREVIATIONS
Weights and Measurements

Standard

teaspoon = t. = tsp.

tablespoon = T. = tbsp.

cup = c.

ounce = oz.

pound = lb.

pint = pt.

quart = qt.

gallon = gal.

Metric

litre = l.

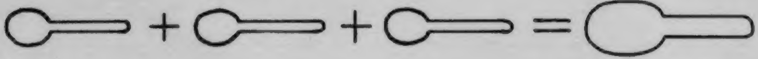
milliliter = ml.

gram = g.

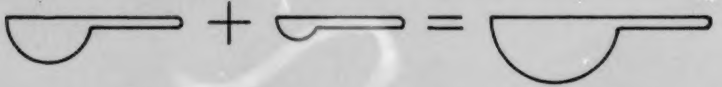
kilogram = kg.

TABLE OF MEASUREMENTS

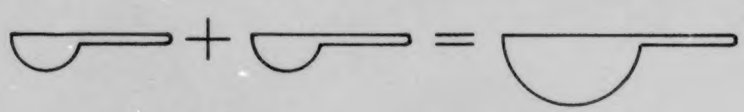
3 teaspoons = 1 Tablespoon



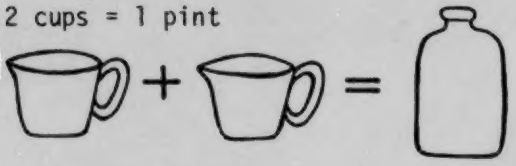
1/2 cup + 1/4 cup = 3/4 cup



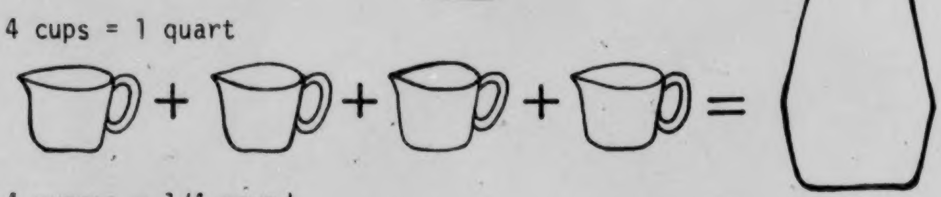
1/3 cup + 1/3 cup = 2/3 cup



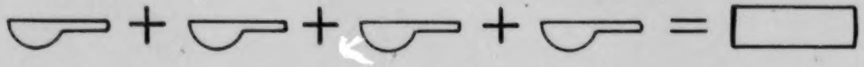
2 cups = 1 pint



4 cups = 1 quart



4 ounces = 1/4 pound



[NOTE TO TEACHER: Cut out flannel measuring cups and spoons so they are the actual size of a cup or spoon. Use various colors on the flannel board so it will be attractive. Let the students who have a hard time seeing feel of the cups and spoons you cut out of flannel.]

CASE STUDIES ON MEASUREMENTS

Karen was to measure the ingredients for ten loaves of French bread which were to be served with an Italian dinner. Since so much flour was needed (11 pounds and 4 ounces) she placed a large counter pan on the food scales and began pouring flour into the pan until the scale showed 11 pounds and 4 ounces. Later when the baker was mixing the yeast dough, it was too sticky. What was the cause of the stickiness? What did Karen do wrong when measuring the ingredients? Do you think the baker was able to correct the mistake? How?

Jason was to measure the ingredients for eight pecan pies and for several more recipes. He read the recipe quickly, and instead of measuring 2 1/2 tablespoons of vanilla he measured 1 tablespoon of vanilla. The recipe called for 1 pound of pecans but he mixed that measurement up with the vanilla measurement and measured out 2 1/2 pounds of pecans. Do you think the vanilla measurement mistake would ruin the finished product? What problems would the mistake in the pecan measurement make? Could a food service establishment afford to use twice as much of an expensive ingredient like nuts?

The VEH class had a special order for six German sweet-chocolate cakes. Jill measured out the ingredients for the recipe which included one pound of shortening, two pounds of sugar, ten eggs, six ounces of German chocolate, one cup of water, two tablespoons of vanilla, two cups buttermilk, one pound of cake flour, one teaspoon salt and two teaspoons of soda. She measured two tablespoons of soda instead of two teaspoons of soda for each cake. What effect do you think this mistake had on the cakes? Try to estimate the money which was wasted on the ingredients which were used for the cakes. How would this compare to making a mistake on a recipe for only one cake? Why is it important to double-check measurements in quantity cookery? How much wasted laboratory time would be involved in that one little mistake?

Paul had measured the ingredients for butterscotch pudding for fifty. He was in a hurry and didn't double-check the ingredients. After the pudding had been cooking some time in the steam jacketed kettle it still was not getting thick. The supervisor questioned him, "Paul did you put anything in to thicken the pudding?" Paul looked at the recipe card and found he had not put in the one pound of flour called for. Do you think this mistake could be corrected? What would happen if he added the flour now? Even if he made a paste of the flour and added it gradually would the flavor still be different? Can a food service establishment take a chance and offer servings of food which might not be acceptable to customers? Why?

[NOTE TO TEACHER: Only ask the suggested questions that students can answer. The other questions can be used as a basis for a class discussion.]

FOOD PRODUCTION

Production Techniques

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCY: Ability to save time and energy.

WORDS TO KNOW:

- time-saving techniques
- energy-saving techniques
- labor-saving techniques
- normal working area
- maximum working area

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the importance of saving time and energy (C-K)	Listen as your teacher tells you the importance of saving time and energy.
Be aware of ways to save time and energy in food production (A-Rec)	Look at pictures showing different ways to save time and energy. (See pp. 306-315.) Note the following: (1) How is the person saving or wasting energy? (2) How could this picture help you when you work at home or in a business? (3) How is the person standing?
	View transparencies showing normal and maximum working areas. (See pp. 316-318.) Why should tools and supplies be placed within these areas?
Name labor-saving equipment for use in food service establishments (C-K)	Take a tour of the laboratory and listen as your teacher points out labor-saving equipment, such as trays, stools, push carts, and racks for utensils used during food preparation. After your tour, name five labor-saving items you saw.
	Look through books which explain food preparation techniques and point out different labor-saving equipment.
Observe time and energy saving techniques (P-P)	Observe and time two classmates as they prepare lemonade. Guess which classmate saved more time and energy. How did he/she save the time and energy? What did the other student do that did not save time and energy? [NOTE TO TEACHER: Cut several large foot prints out of construction paper and number them, then place the foot prints in two separate

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	kitchens which are close to one another. In the first kitchen lay the foot prints down so the student will not have to take extra steps. In the second kitchen lay the foot prints down so the student will have to take several unnecessary steps. Be sure and explain to the students that they must follow the numbers on the construction paper. Also, rearrange the order in which they must prepare the lemonade. The student in the first kitchen will get all the necessary materials out before making the lemonade and the student in the second kitchen will keep having to go back and forth for the materials. You could also tape record instructions to each.]
	View a film or filmstrip or listen to a food service employee about saving time and energy.
	Use the "string" method to show the steps used in food production. As you go through the steps of preparing a food product, carry a ball of string with you. Wrap the string around something at every place you stop (refrigerator, pantry, work area, etc.). When you are finished, measure your string. Which class member has the shortest string? What does having the shortest string mean? Do you think it might help you save steps to think of an "imaginary string" during food production? Why? [NOTE TO TEACHER: You may do this experience as a contest between students or you may prefer to let students compete with themselves by trying to use less and less string to perform the same food production technique.]
Practice using time and energy saving techniques (P-GR)	Prepare a recipe using time and energy saving techniques. Before you prepare the recipe discuss with your teacher ways you can save time and energy.
Gain skill in using time and energy saving techniques (P-M)	Use time and energy saving techniques each time a task is performed to increase your skill and speed.

WORDS TO KNOW
About Production Techniques
(Teacher Information Sheet)

time-saving techniques - ways to save time.

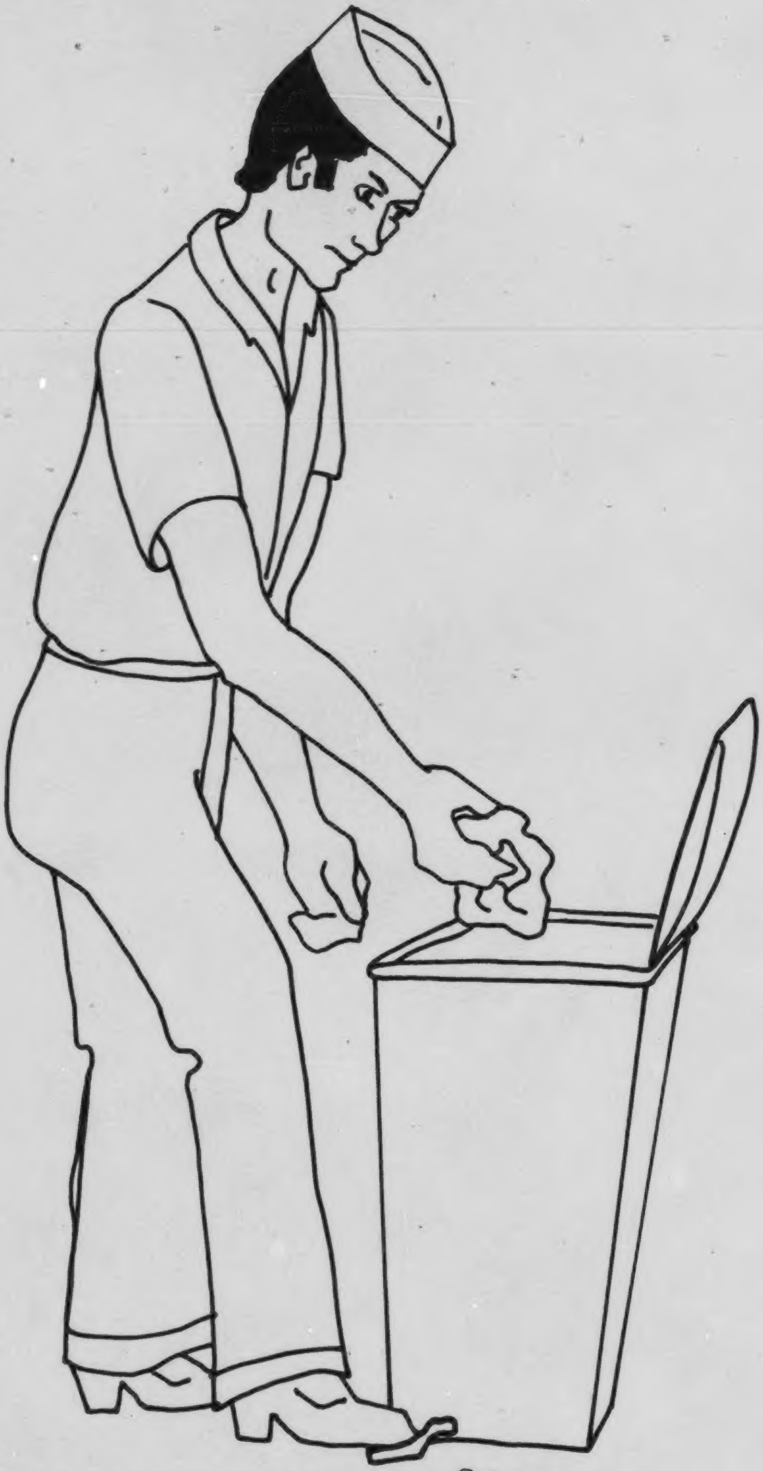
energy-saving techniques - ways to save energy.

labor-saving equipment - tools and materials used to save work.

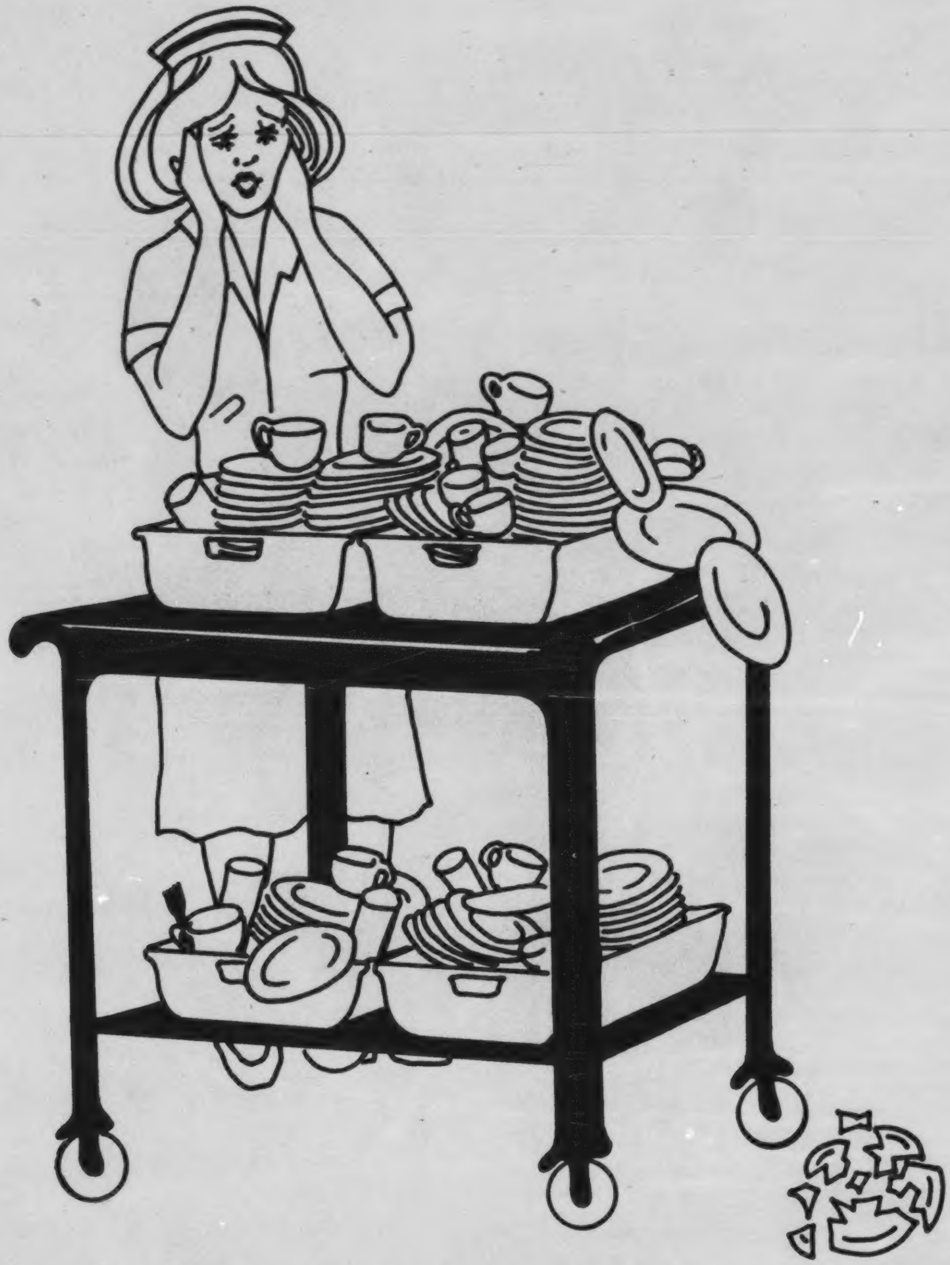
normal working area - the space around a person that is easily reached.

maximum working area - the largest space around a person that can be reached without moving.

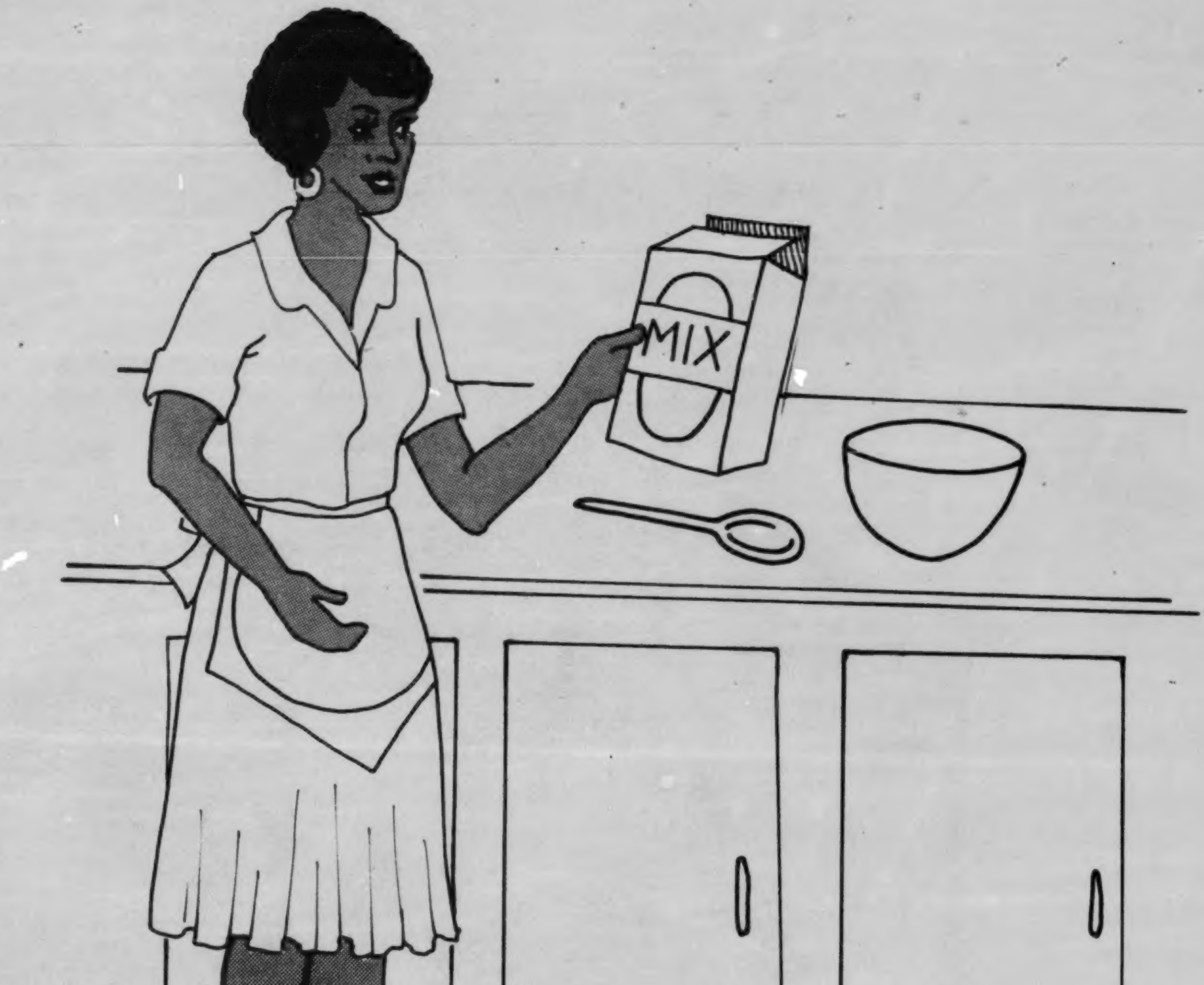
Keep a trash can by your working area.



* NEVER OVERLOAD CARTS
* LOAD CAREFULLY TO AVOID SLIPPING
* MOVE SLOWLY WHEN PUSHING CARTS



Use prepared mixes to save time



CORRECT LIFTING TECHNIQUE

IF AN OBJECT FEELS TOO HEAVY:

Get someone to help you

Split the load--make two trips

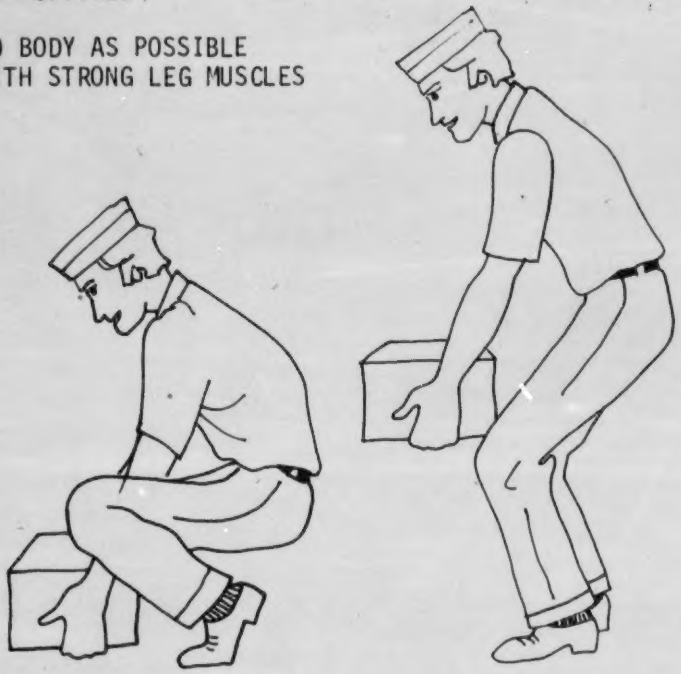
Get a hand-truck

Roll it

Drag it

"Jog" it along on the corners

* SQUAT CLOSE TO LOAD
* KEEP BACK STRAIGHT AS POSSIBLE
* GRIP OBJECT FIRMLY
* HOLD LOAD AS CLOSE TO BODY AS POSSIBLE
* LIFT BY PUSHING UP WITH STRONG LEG MUSCLES



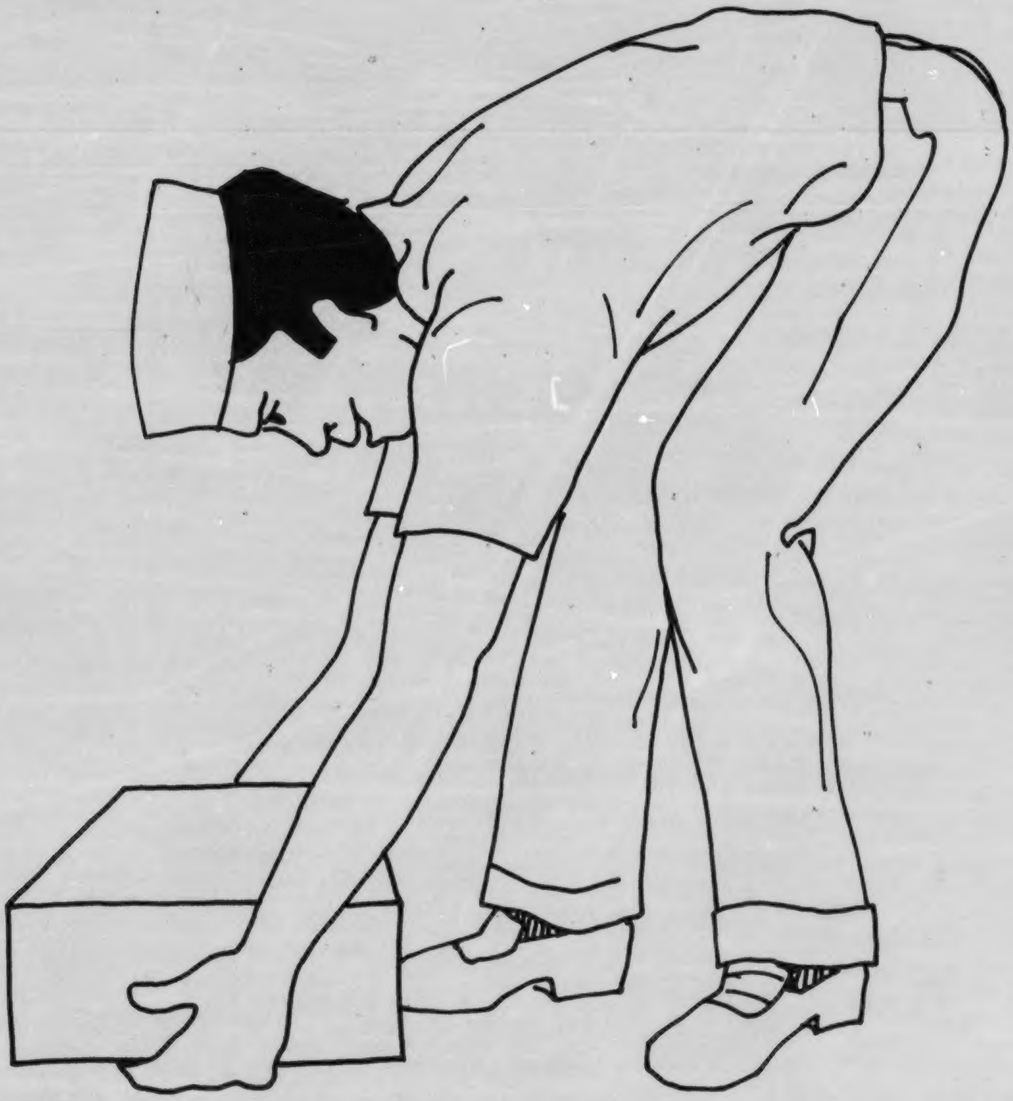
Place your feet about a foot apart for good balance and a firm base.

Squat close to the load, keeping your back as straight as possible.

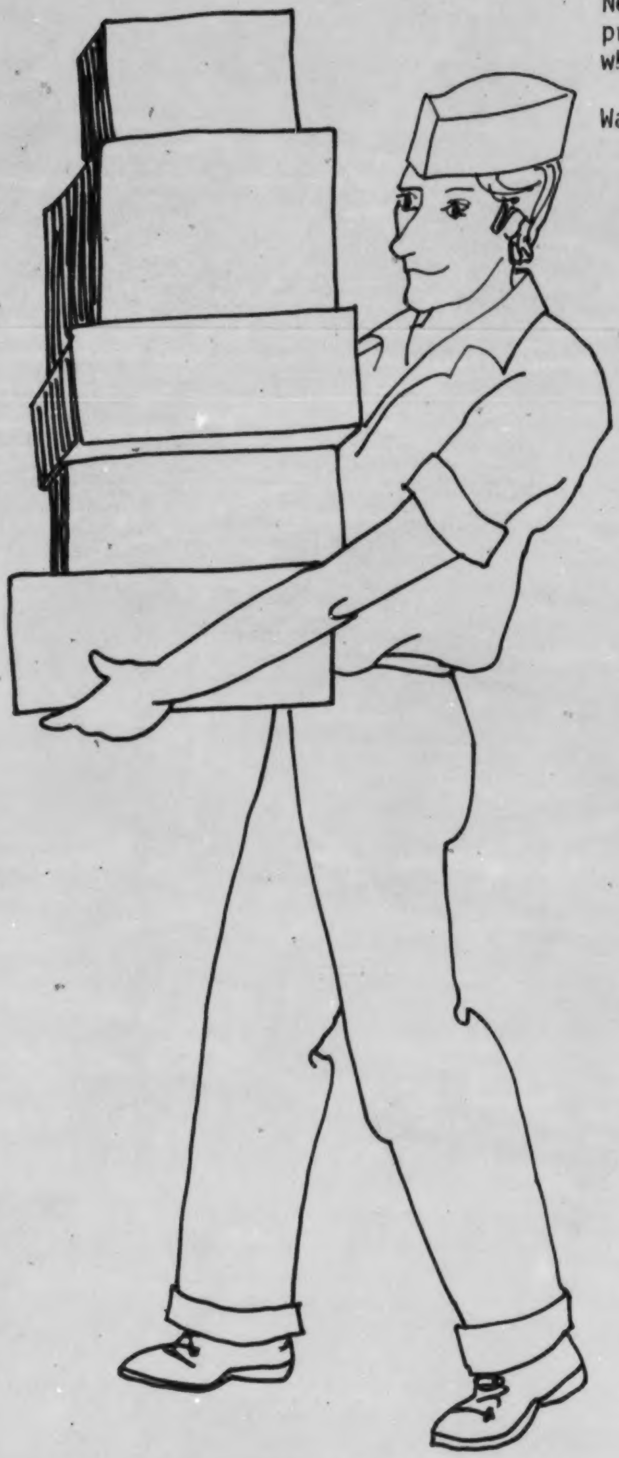
Grip the object firmly and lift by pushing up with your strong leg muscles. Hold the load close to your body as you rise.

INCORRECT LIFTING TECHNIQUE

Lift with your leg muscles, not with your back, or your "muscle machinery" may be injured.



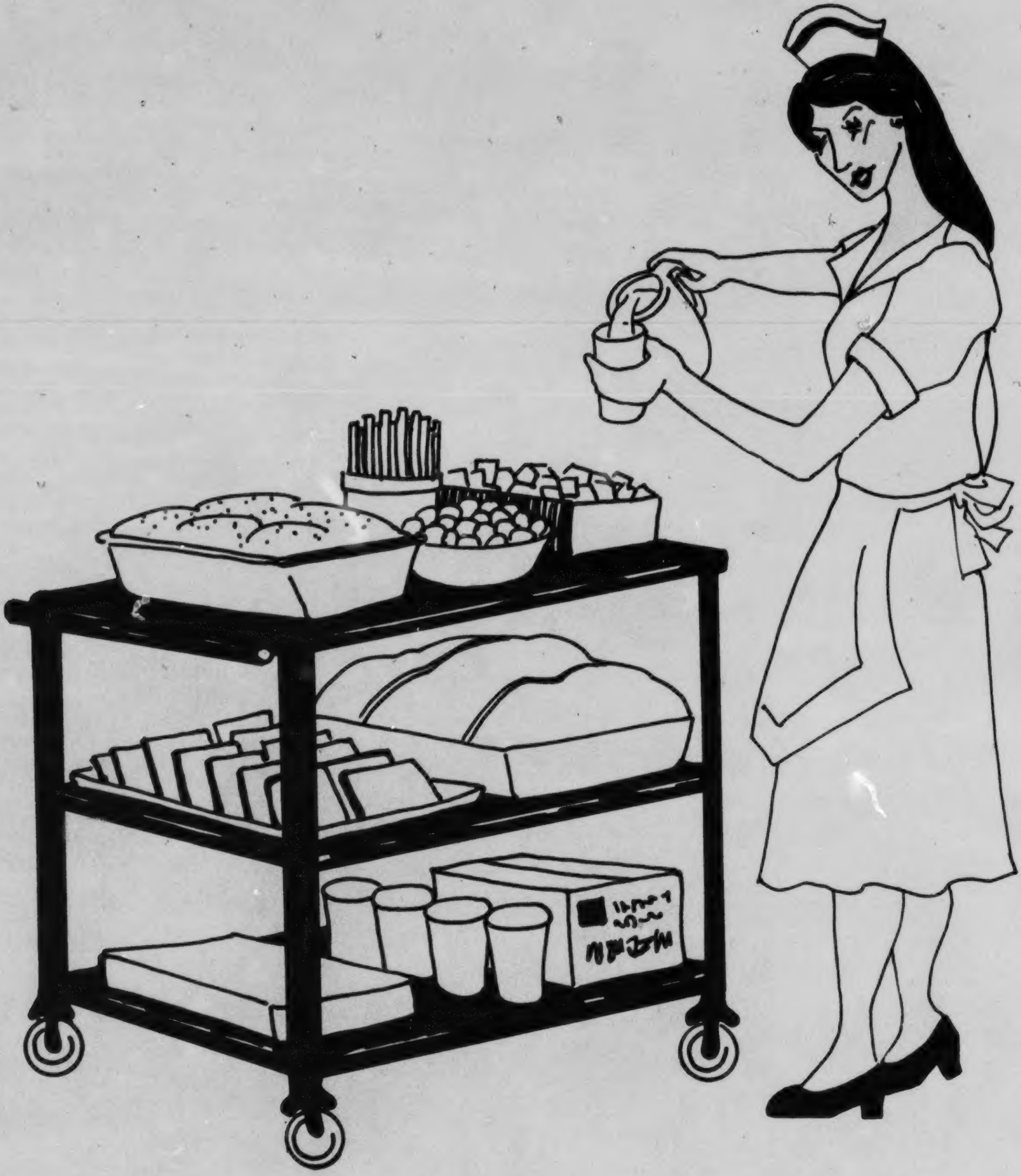
CARRYING



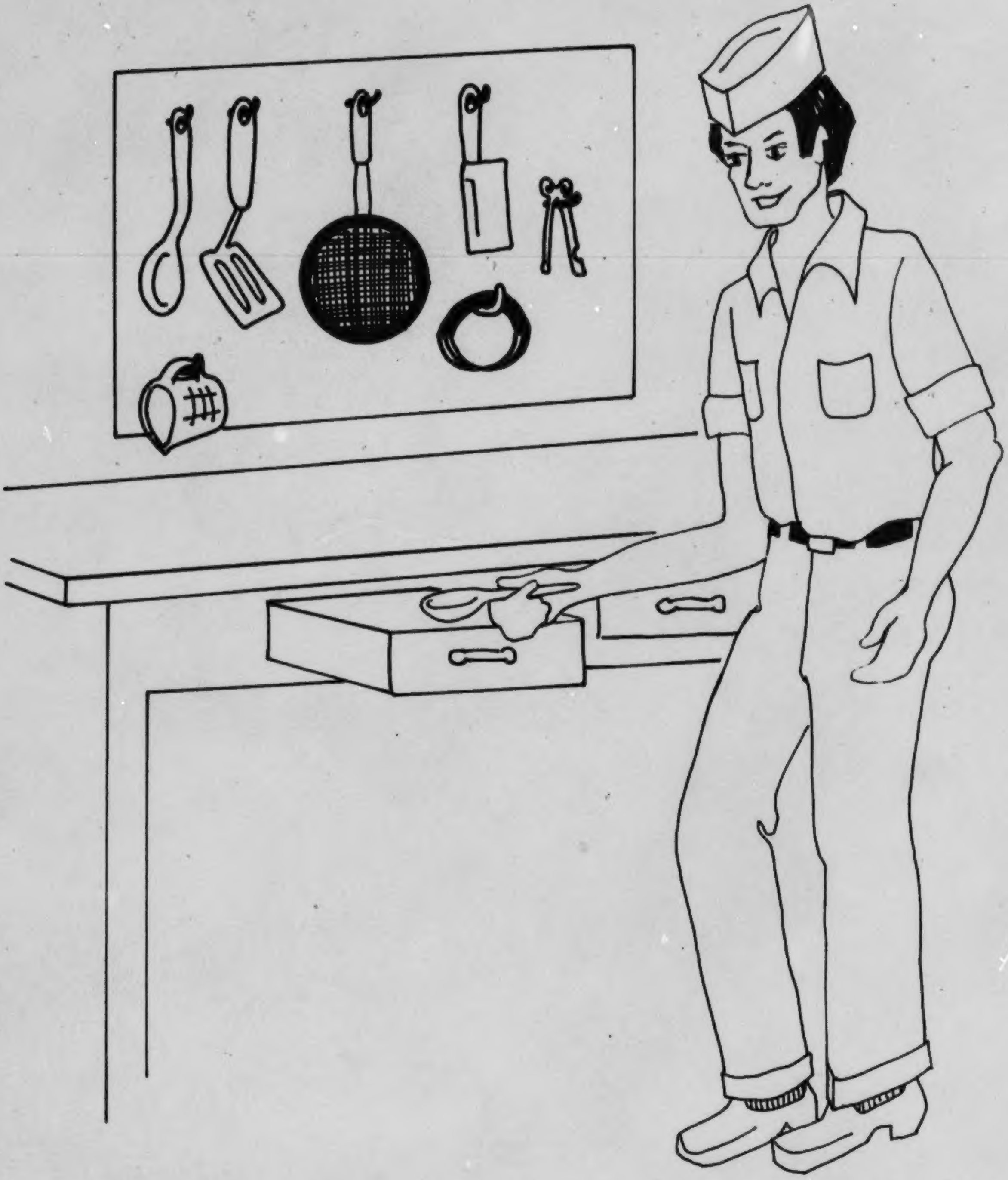
Never carry loads that prevent you from seeing where you are going!

Watch your step!

WHEELS MAKE WORK EASIER

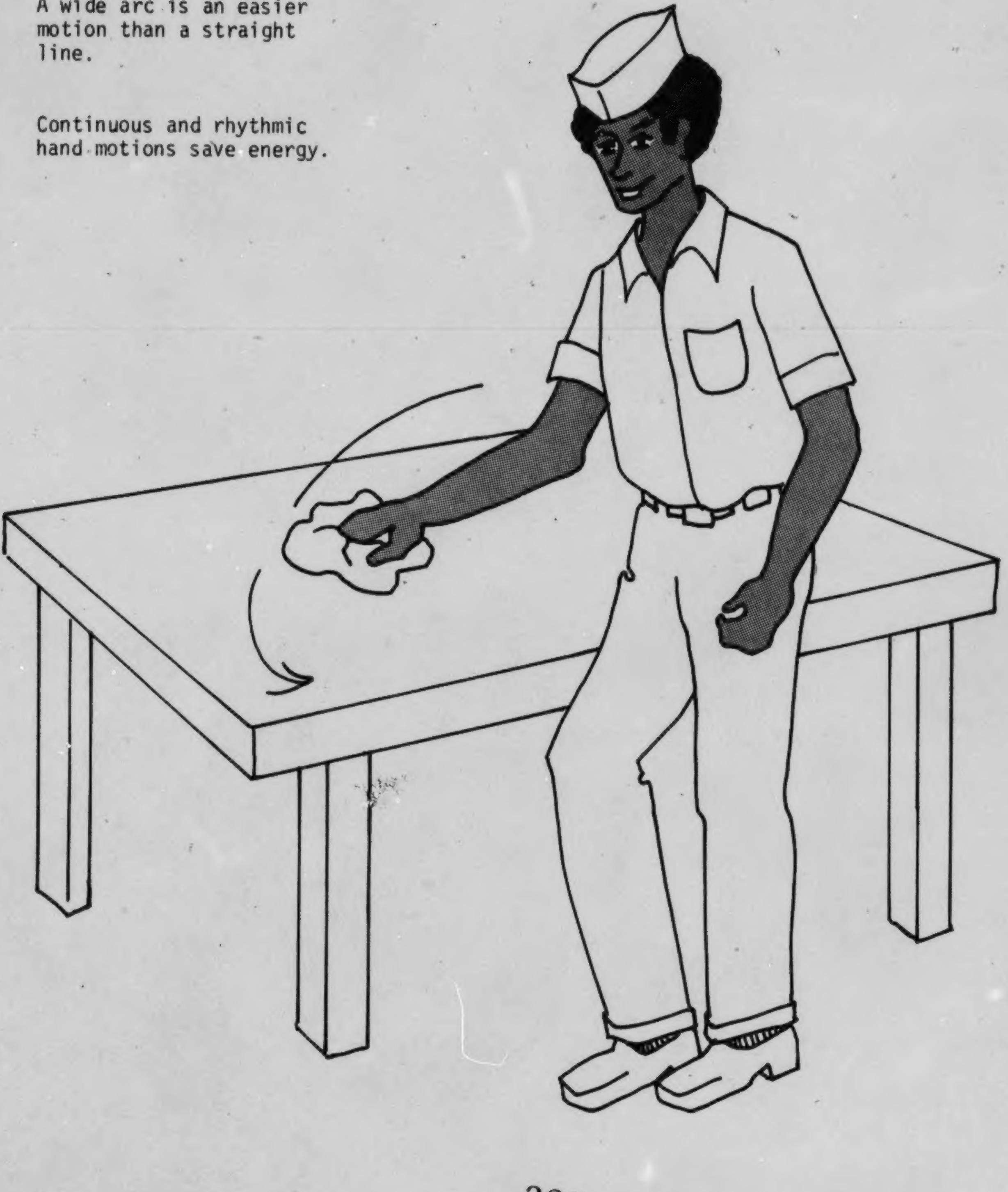


KEEP WORK AREA CLEAN

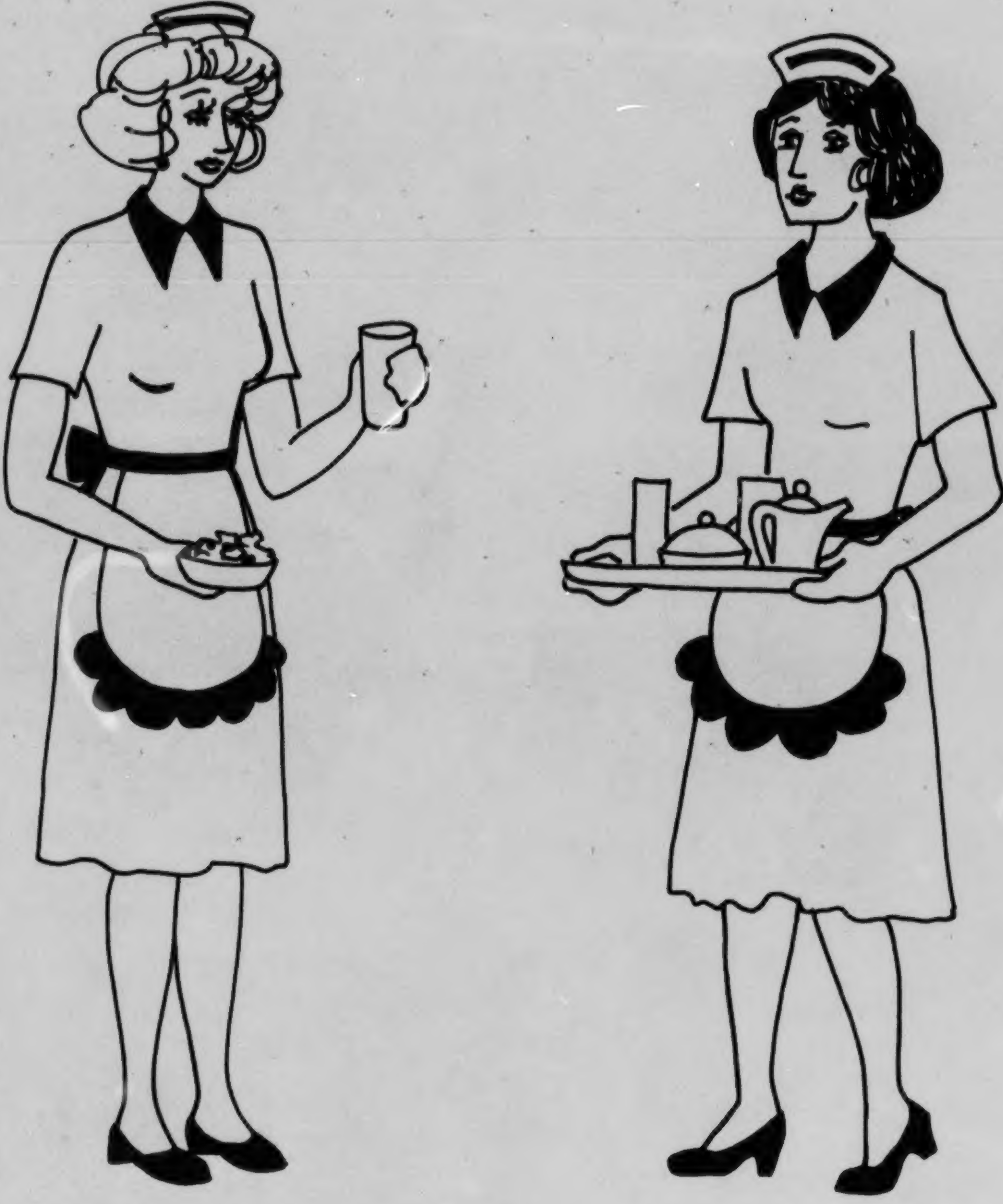


A wide arc is an easier motion than a straight line.

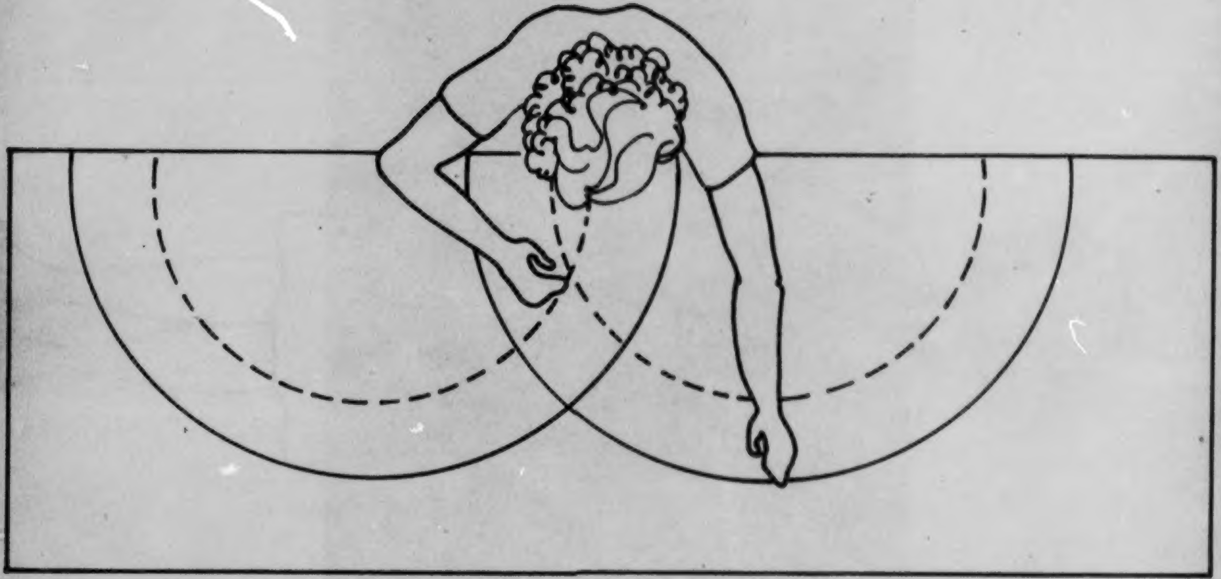
Continuous and rhythmic hand motions save energy.



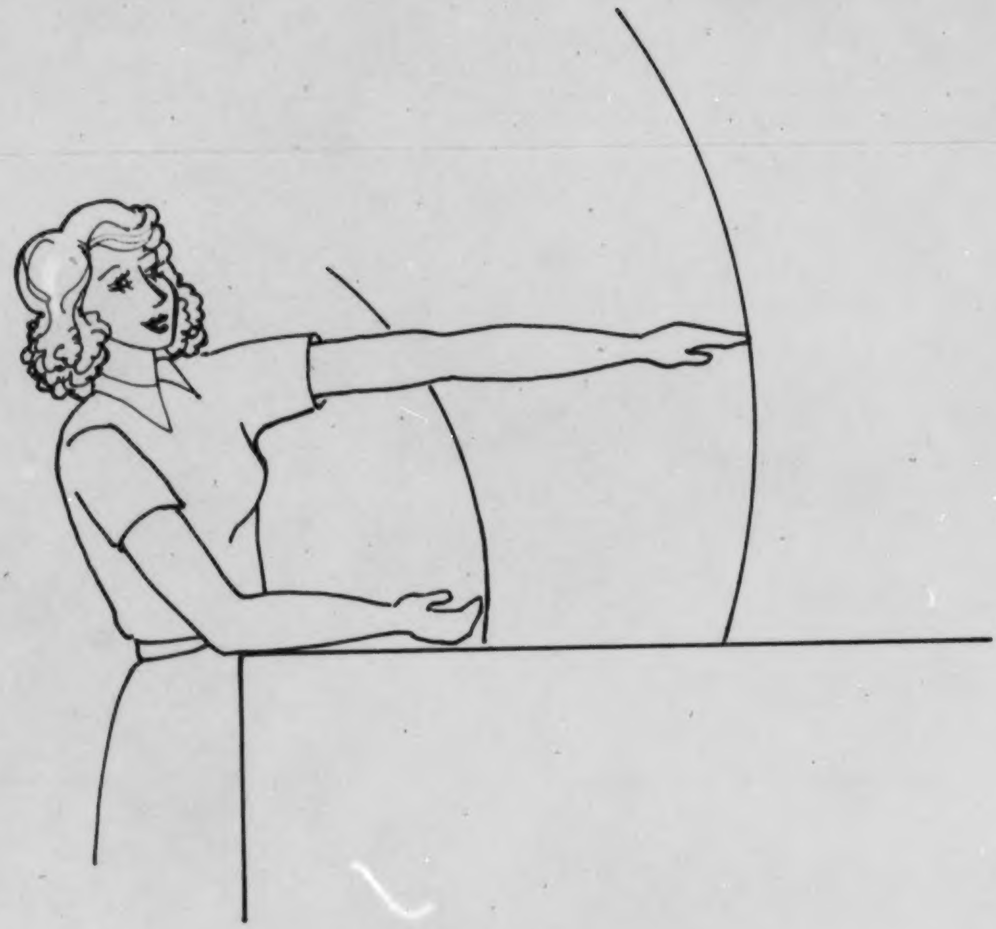
It's easier, quicker, and more efficient to carry items on a tray than in your hands.



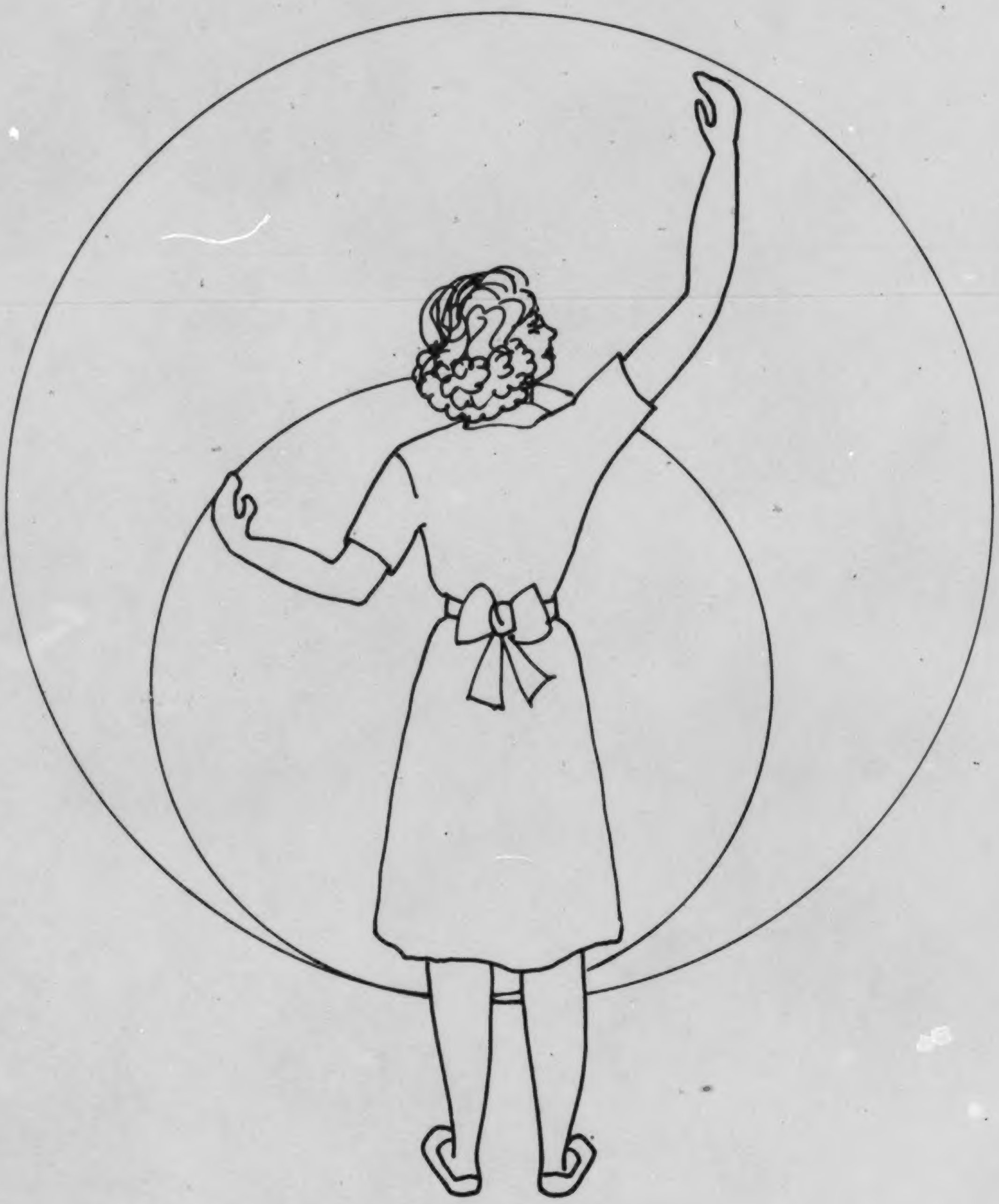
NORMAL AND MAXIMUM WORK AREAS



NORMAL AND MAXIMUM WORK AREAS



NORMAL AND MAXIMUM WORK AREAS



FOOD PRODUCTION

Portioning Techniques

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to divide foods into equal portions.

Ability to use various portioning tools accurately.

Ability to portion food quickly and safely.

Ability to place a portion of food on or in a serving dish.

WORDS TO KNOW:

- portion
- equal
- divide
- size
- scoopful
- pie marker
- pierced spoon
- serving spoon
- plastic gloves
- scale
- dipper or scoop
- ladle
- tongs

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define the term food portioning (C-K)	Look at the two candy bars your teacher is holding. [NOTE TO TEACHER: Use a candy bar that is premarked or predivided into sections and a regular candy bar.] Divide the regular candy bar first, then divide the premarked or predivided candy bar. Note the following: Which candy bar was easiest to divide? Which one was divided into more even parts? Tour your school cafeteria to see ways food is divided into individual servings. Each student will choose one food to study while in the cafeteria. When you get back to your classroom cut a picture out of a magazine of the food you studied. Then show the rest of the class members the picture of the food and tell them what the food looked like (size and shape) when it was served. Your teacher can help you as you describe your food to the rest of the class.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Listen as your teacher explains what food portioning means.
	View posters which are divided into two equal sides. On each side is drawn a specific food portioned equally on one side and unequally on the other side. As a group identify the equal portions. Your teacher will explain why they are equal and unequal. (See p. 327.) [NOTE TO TEACHER: Use large and heavy printing on poster board so that students with impaired vision can see it.]
Become aware of the reason for portioning foods (A-Rec)	Watch your teacher cut a cake into different pieces. Then draw a number from a box and get in a serving line in order of the number you drew. Accept the portion of cake which matches the number you drew. [NOTE TO TEACHER: After you cut the cake into several unequal slices then place a toothpick with a number on it into each slice of cake.] While you eat the cake express how you feel about receiving the piece you did. If you were buying your cake in a restaurant should you pay more or less money for your piece of cake than your other classmates pay for theirs? Does this ever happen in a place where you eat? Do you get a choice of how much you should pay for something you ate? Who should be happy with their piece of cake? Why? Repeat the learning experience and the second time your teacher will cut the cake into equal pieces.
	Watch as your teacher places four bowls on the table. Applesauce will be placed in the bowls to serve four people. Watch as your teacher uses a large scoop to fill the bowls. By the time the fourth bowl is reached no more applesauce is left. Your teacher will point out the following: The correct size serving tool must be used to insure that all bowls are served. If too much is served in other bowls then there will not be enough food left over. If you have food left over or have to use more food than intended a

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	lot of money is wasted. [NOTE TO TEACHER: Applesauce used in this demonstration can be stored and used later in an applesauce cake.]
	Count out the correct number of dishes needed for serving a group of people. Your teacher will help you portion cans of mixed fruit to serve everyone. Why is it necessary to count the number of people to be served?
Identify tools used to portion foods (C-K)	Look at the portioning tools your teacher has placed on a cabinet. As your teacher calls out the name of the portioning tool and points to it, find the tool on your worksheet, and repeat its name. (See p. 328.)
	Look at transparencies of tools used to portion foods. As your teacher shows you a tool on the transparency, find the tool in a display of portioning tools and take it to your teacher. (See p. 328.)
	Watch as your teacher points out where portioning tools are kept in your laboratory.
	Look at a display of various sizes of scoops or dippers. Your teacher will point to the number on each scoop or dipper which tells the size of it.
	Practice selecting scoops and dippers of the correct size as your teacher calls out the size.
Give examples of the tools used in portioning foods (C-C)	View a display of labeled tools, then your teacher will remove the labels and give you the label of each tool. Take turns placing the labels in front of the correct tool. You will do this independently, when everyone has become familiar with the tools, time yourself to see how fast you can label them. Record your best score on a wall chart. When you feel that you know the tools match the labels with tools while your teacher checks your score sheet. (See p. 329.) [NOTE TO TEACHER: Rearrange

the tools several times so the students will not memorize where the tools are placed. Repeat this game as long as interest is shown or until considerable improvement occurs.]

Play "Hide and Seek" to learn where the food portioning tools are kept. When your teacher says "Go" find at least two portioning tools and bring them back to a table which has different pictures of portioning tools on it. Place your tool by its picture, when everyone has finished show the other class members where you found your tools.

Note procedures used to portion food (C-K)

Watch as your teacher demonstrates how to portion various foods. Note the following: How is the tool used to portion the food? How is food positioned on a dish? What tool is used to portion each type of food? [NOTE TO TEACHER: Demonstrate only one or two ways to portion foods preceeding each lab.]

View a filmstrip or slides of various ways to portion foods? As you view the film or slide have your teacher write the name of the foods and how they were portioned and served on the board. After viewing it look at the list on the board and review each. Look at any of the portioning serving techniques again on the filmstrip or slides which you did not understand. Note the following: Were any foods served by using just a plastic glove and not a tool? Which ones?

Look at a display of portioned foods. The display will include such foods as: packets of catsup, jelly, salt, pepper, sugar, mustard, salad dressing, bread, cereal, milk, and crackers. Pictures will also be on display of such foods as: custard, jello, muffins, and cupcakes. Your teacher will explain how and when these foods were portioned and how they are served to customers. Do these foods come pre-portioned? If not, how do you portion them?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Watch as your teacher shows how to place foods such as rolls, on trays to cook. Answer the following questions after your teacher has given you a demonstration and explanation of how you place rolls on the tray. How are rolls arranged on the tray, and how close are the rolls to each other? How is this technique used to portion food? What happens when too many rolls are placed on the tray? Why is it not good to place too few rolls on a tray?
Notice safety techniques used when portioning foods (C-K)	Look at all the different tools used to portion foods as your teacher shows you the sharp edges of each tool. Watch as your teacher shows you the safe way to portion food. [NOTE TO TEACHER: Repeat this demonstration several times and only show the safe way to use the tools.] View pictures of food service people using tools to portion food safely. Note the following: How do they hold the tool? Which direction are they cutting? How many servings do they try to portion at one time? Where do they place tools when they are finished using them? Where in the kitchen should food portioning take place? Do they stand up or sit down when they portion foods?
Explain procedures used to portion foods (C-C)	On a large roll of butcher paper glue different pictures of foods and label the column "Foods." (See p. 330.) Then make another column beside the list of foods. It will be labeled, "Portioning Tool." Under this column glue a picture of the tool used to portion the food. Place this chart in your laboratory to use as extra help when portioning foods. Draw and color in pictures of pre-portioned foods and foods portioned during preparations. What does preportioned mean? Place these pictures on a bulletin board in your classroom.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Using construction paper draw a picture of a pie, cake, or sandwich. Draw lines on the pictures and cut on the line to make equal portions. Check the size of your portions with another class member. Are they cut the same? Your teacher will tell you how many people you will be serving.
	Using felt, cut shapes out that resemble rolls and one large shape the size of a tray. Practice placing the rolls on the tray. Let your teacher check what you have done. This can also be done with other types of food.
Practice portioning foods (P-GR)	After the lunch period in your school have a "Dessert Sale." Sell different desserts such as pies, cakes, brownies, and cookies. Portion these desserts before you sell them. When portioning cakes remember you can mark on the icing with a spatula to decide where to cut. If you mark the icing incorrectly, just smooth it and re-mark the lines.
	Have a small buffet and practice portioning different foods to serve. Be sure each serving is equal and is placed in the same way on each dish.
	Practice portioning foods to be served in the school cafeteria. Portion such foods as butter, catsup, salad dressing, fruits, and vegetables. Fill salt, pepper, and sugar containers. All the foods need not be done on the same day. Your teacher will check your portioning skills before the foods are sent back to the cafeteria to be used during lunch.
Notice ways to use quality food portioning techniques (C-K)	Listen and watch as your teacher explains and demonstrates how to use quality food portioning techniques. Note the following: When do you clean tools used to portion foods? How do you clean them? What do you do if a tool is not near when you need it? Do you use different tools for one meal you are serving, or do you use several? Are any foods portioned by using your hand?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	As your teacher demonstrates how to portion food note the different quality food portioning techniques used.
Measure portions quickly, accurately, and safely (P-M)	Serve a buffet meal to your own FHA Chapter or another chapter in your school at one of their meetings. Portion food giving each person an equal amount and place the food on the dishes correctly.
	Portion foods according to instructions on recipes or from your teacher as needed when preparing and serving luncheons.
	Each time you have a lab follow the rules you have learned about portioning foods.
Choose portioning techniques which insure equal servings to all customers (A-V)	Remember to portion foods into equal servings in size. Follow portioning instructions carefully. Do not make exceptions in portion size for customers. Explain tactfully that this is the size serving to be served to all customers and that there will not be enough food if larger servings are given.

WORDS TO KNOW
About Portioning Techniques
(Teacher Information Sheet)

portion - the amount of food given each person.

equal - dividing food so everyone will get the same amount.

divide - to cut into smaller parts.

size - how big or small something is.

scoopful - to fill a scoop with as much food as it will hold.

pie marker - tool used to divide pies into equal pieces.

pierced spoon - serving spoon with little holes to let liquid through.

serving spoon - a large spoon that can be used to portion food.

plastic gloves - gloves worn for handling food without touching it.

scale - a machine for weighing.

dipper or scoop - a utensil with a small bowl on one end and a handle on the other end. It is used to serve ice cream, gelatin, or whipped potatoes in round portions.

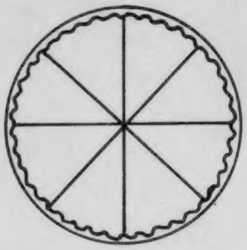
ladle - a utensil with a cup-like dipper on one end and a long handle on the other end. It is used to serve liquids such as gravy, salad dressing, soup, sauce, or punch.

tongs - a tool used to serve solid foods such as ice cubes or rolls without touching them with the hands.

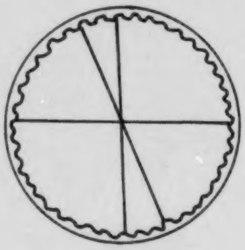
CAN YOU DECIDE WHICH IS PORTIONED CORRECTLY?

[NOTE TO TEACHER: Enlarge these pictures so you can draw them on a poster board and all students will be able to see them.]

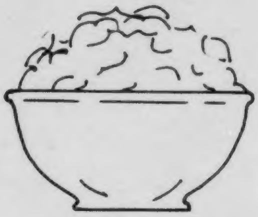
Pie



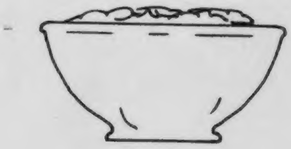
Pie



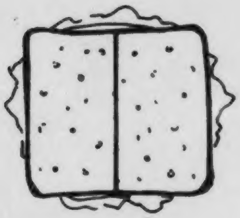
Vegetables - Creamed Potatoes



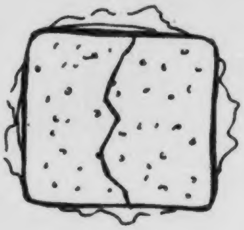
Vegetables - Creamed Potatoes



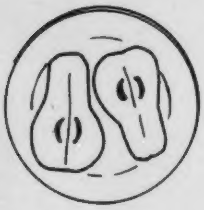
Sandwich



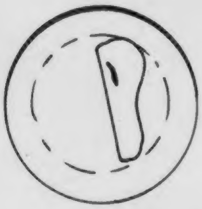
Sandwich



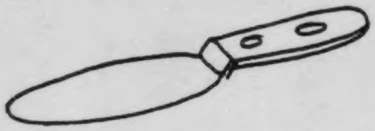
Fruit - Pear



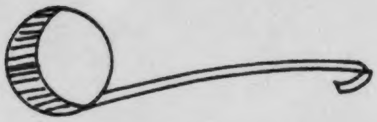
Fruit - Pear



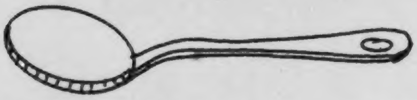
PORTIONING TOOLS



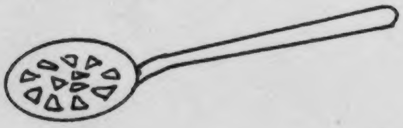
Pie Knife or Server



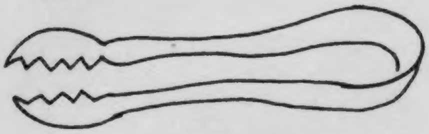
Ladle



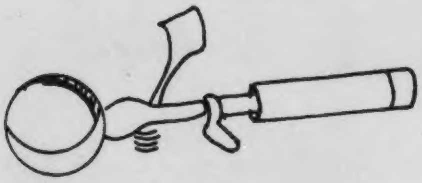
Serving Spoon



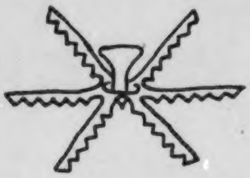
Pierced Spoon



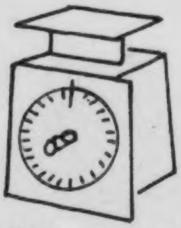
Pom Tongs



Dipper



Pie Marker



Scale

[NOTE TO TEACHER: Tools on this page may be enlarged to use on transparencies.]

CHECKLIST FOR TOOLS

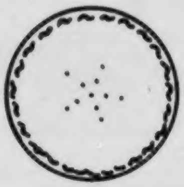
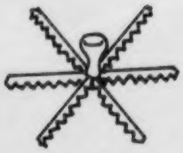
Directions: Check the column which best describes the student's knowledge of each portioning tool.

NAME ______________________ DATE ______________ COURSE ________

PORTIONING TOOLS	Knows Tool	Needs More Practice	TEACHER'S COMMENTS
1. Pie Knife or Server			
2. Ladle			
3. Serving Spoon			
4. Pierced Spoon			
5. Pom Tongs			
6. Dipper			
7. Pie Marker			
8. Scale			

PORTIONING CHART

[NOTE TO TEACHER: This is a small portion of how the chart will look when it is completed.]

FOODS	PORTIONING TOOLS
1. 	1. 
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

QUANTITY COOKERY

Beverages

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to prepare a beverage correctly and safely.

Ability to prepare beverages which taste good.

WORDS TO KNOW:

beverage
coffee
tea
instant coffee
instant tea
milk shake
malt
cocoa
steep
aroma
drip
caffeine
decaffinated
brew
grounds
convenience foods

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define beverage (C-K)	Drink the beverage your teacher has prepared for you. What is a beverage? What other beverages do you enjoy?
Name different types of beverages (C-K)	Look at pictures in books, magazines, or films and point out the different kinds of beverages found in each picture. Cut pictures of several beverages out of magazines and put them on construction paper. Display the pictures in your classroom. [NOTE TO TEACHER: The following learning experiences can be used for any beverage. You may repeat these experiences for each beverage to allow the students to master one beverage before moving on to the next. Try introducing a new beverage after each two or more labs.]
Observe steps for preparing a beverage (P-P)	Look at a flip chart of directions for making quantity coffee, tea, cocoa, or milkshakes. Watch your teacher prepare a beverage.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List steps for preparing a beverage (C-K)	Place cards listing the steps for making coffee, tea, cocoa, or milkshakes in the correct order. Compare your work with another student's list. [NOTE TO TEACHER: Make cards from the steps given in instruction manuals.]
Explain safety techniques used in preparing a beverage (C-C)	Listen as your teacher points out safety rules. Will boiling water hurt you? Why should you be careful when you use burners on the stove? How do you plug and unplug a cord? Why are cords on appliances usually short? Is it safe to turn on a malt mixer when a cup is not on the spindle? Why or why not? Why should you be careful when your hands are wet and you handle ice? [NOTE TO TEACHER: Point out that students should wear gloves and use scoops in the food service laboratory. As you ask students some of these questions, you may want to actually plug and unplug a cord and so on.]
Notice quality standards for beverages (P-P)	Listen to a taped interview of teachers as they indicate the qualities they look for in a good cup of coffee. Repeat the procedure for tea and cocoa. [NOTE TO TEACHER: You can tape record the teacher's opinions or you can let the students do it.]
	Watch as your teacher prepares coffee, tea, or cocoa. Note the following. Was the equipment clean before the coffee, tea, or cocoa was made? Was freshly boiled water used in making the beverages? Was fresh coffee or tea used? Did the milk boil? How hot should the milk be when added to the chocolate mixture? Which beverage should be stored in the refrigerator after it is made? How did the beverage smell: [NOTE TO TEACHER: Introduce only one beverage at a time. When students learn to prepare that beverage, introduce a new one.]
	Observe a demonstration on making a milk shake. How much flavoring was used? How long did it take to mix the milk shake? Were lumps still in the milk shake after it was mixed?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Apply correct procedures for making quantity beverages (C-Ap)	Divide the class into two groups. Each group will take turns using the coffee maker and each student will have an assigned duty. The teacher will time and judge the students as they make the coffee. The group to finish in the shortest time will receive 10 points. Two points will be given for correct safety procedures and 2 points will be given for using correct steps in preparing the coffee. Two points will be taken away for incorrect safety and steps. Then the groups will taste their coffee and 2 points will be added if it is good quality coffee, and if not, 2 points will be taken away. The groups ending up with the most points wins. Play the game while preparing the tea, cocoa, and milk shakes.
Point out the difference between convenience and non-convenience methods for preparing beverages (C-An)	Choose a partner and make one group of the following beverages: (1) instant tea, brewed tea; (2) instant coffee, brewed coffee; (3) instant cocoa, milk and chocolate; (4) milk shake mix; milk, flavoring, and ice cream. One student will make the convenience beverages while the other student makes the non-convenience beverages. Who finished first? Taste the end product. Which tastes better? [NOTE TO TEACHER: Have all students prepare only one type of beverage during each lab. You may also choose to simply demonstrate this yourself and let the class taste the two products.] Compare your answers with the other students in your class. Ask your teacher to help you figure out the cost of each beverage. Which costs less?
Improve skills in preparing quantity beverages (P-M)	Invite teachers to a "coffee house." Serve coffee with chocolate ice cream, topped with nutmeg, whipped cream, and chocolate slivers, iced coffee, or a variety of teas. Have a "tea time" for teachers. Serve tea with various garnishes and an assortment of cookies.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Serve one of the academic VEH classes (or another class in your school) hot chocolate using a variety of garnishes: whipped cream, ice cream, or marshmallow products. You might also open a hot chocolate house to serve hot chocolate on selected cold mornings. Make coffee, tea, cocoa, and milk shakes to go with meals you prepare in the food service laboratory.

WORDS TO KNOW
About Beverages
(Teacher Information Sheet)

beverage - any liquid that you drink.

coffee - a brown drink made from the roasted and ground seeds of a coffee plant.

tea - a drink made by soaking tea leaves in hot water. It may be served hot or cold.

instant coffee - coffee powder or crystals which easily dissolve in water.

instant tea - powdered tea which easily dissolves in water.

milk shake - a drink made of milk, a flavoring syrup, and ice cream.

malt - a drink made of milk, a flavoring syrup, ice cream, and malt.

cocoa - a drink made from cocoa powder.

steep - to soak in a liquid.

aroma - a pleasing or spicy smell.

drip - for a liquid to fall through a flavoring agent.

caffeine - a stimulating substance in coffee, tea, and cocoa.

decaffinated - coffee without caffeine.

brew - to steep in hot water.

grounds - the particles that settle to the bottom of a liquid like coffee.

convenience foods - foods which make cooking easier.

QUANTITY COOKERY

Sandwiches

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCY: Ability to prepare quality hot and cold sandwiches.

WORDS TO KNOW:

hot dog
grilled cheese sandwich
club sandwich
hamburger
bacon, lettuce, and tomato sandwich
salad sandwich
sliced meat sandwich
bread
bun
assembly line
scoop
spread
toast
filling
open face

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify types of hot and cold sandwiches sold commercially (C-C)	Listen as your classmates tell about their favorite sandwiches. As each person tells about his/her favorite sandwich, decide if it is a hot or cold sandwich. Examine and taste sandwiches prepared by your teacher. Listen as your teacher explains names and describes different types of sandwiches. [NOTE TO TEACHER: Prepare several different kinds of sandwiches that students may and may not recognize, quarter each sandwich so students can taste a sample of each.]
Describe different types of sandwiches (C-C)	Using magazine pictures of sandwiches, place the picture in the correct sack. One sack is labeled cold with a refrigerator picture below and one sack is labeled hot with a range picture below.
Match terms related to sandwiches (C-C)	Review terms related to sandwiches such as grill, melt and mix, by playing "Chef Rummy." [NOTE TO TEACHER: This game is described in the "Food Preparation Techniques" unit.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify fillings used in sandwiches (C-K)	View filmstrips on sandwich making. Is there a special way to set up for sandwich making? What is it? Should you place the ingredients on the bread in a special order? What is the order for placing ingredients on the bread? Should you be careful to put the same amount of ingredients on each sandwich? Why? If the sandwiches are to be cut, is there a special method for cutting them? What is the method?
	Play "Make a Sandwich" game. Select a card with the name of a sandwich on it. From pictures of ingredients that your teacher has laid out, select the ingredients that would be found on the sandwich you selected. Let your teacher check the items you chose. Did you select the right ingredients? Are there any ingredients found in the sandwich that you did not select? Did you select any ingredients that would not be found in the sandwich?
Identify steps in preparing high quality hot and cold sandwiches in quantity (C-K)	View slides or films on sandwich preparation. Note the following. What are characteristics of a high quality sandwich? What measure prevents soggy sandwiches? What happens when sandwiches are improperly wrapped? What sanitation rules are related to sandwich preparation? How is an equal amount of ingredients measured for each salad sandwich? Should the filling on sandwiches cover the bread to its edges? Should the bread be torn or mashed before it is served? Why should plastic gloves be worn during sandwich preparation? Are meat patties formed by the food service worker? Why is it important to keep the work area clean?
	Watch your teacher make sandwich fillings. What are some basic sandwich fillings? What ingredient holds the sandwich filling together? [NOTE TO TEACHER: Include pimento cheese, chicken salad, ham salad, tuna, and egg salad.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	View a demonstration by your teacher on correct procedures for preparing hot or cold sandwiches. [NOTE TO TEACHER: Teach only one kind of sandwich at a time.]
Identify the procedure used in an assembly line (C-K)	Observe a sandwich assembly set-up. As your teacher goes through the process, look at your work sheets. (See pp. 341-342.) [NOTE TO TEACHER: Show the students how to wrap the sandwiches.]
Illustrate correct steps used in preparing cold and hot sandwiches (C-C)	Arrange pictures of sandwich making in the correct order. [NOTE TO TEACHER: On large sheets of construction paper draw bread, filling, and utensils used in preparing hot and cold sandwiches. Make the pictures large enough so students who have visual impairments can see them.]
Prepare hot and cold sandwiches in quantity using correct procedures (P-GR)	Practice spreading sandwiches using one of the following fillings: peanut butter and jelly; egg salad, pimento cheese; or cheese. Spread at least three sandwiches each. Package and serve to elementary school classes for class picnics. Your teacher will check your work.
	Practice making hamburgers, steak sandwiches, and hot dogs. Package and serve. [NOTE TO TEACHER: Only choose one of the sandwiches to prepare during each laboratory experience and let every student prepare a sandwich.] Your teacher will check your preparation procedures. [NOTE TO TEACHER: Go over safety rules on knives and heating elements.]
Produce high quality hot or cold sandwiches in quantity using correct procedures (P-M)	Have a "sandwich for lunch week." Prepare a different type sandwich each day of the week. Sell your sandwiches to other students and teachers.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Set up a short-order restaurant for teachers. [NOTE TO TEACHER: Take orders several days in advance to determine amount of supplies needed. When teachers arrive, however, have the students retake their orders and relay them to the other students to simulate actual rush-hour conditions. You might want to invite only a few teachers to participate the first week.]
	Prepare sandwiches to be sold at the snack bar or by school vending machine during lunch hour. Fill machine just prior to the lunch hour and empty immediately after. [NOTE TO TEACHER: If machine is refrigerated, a longer holding period is safe provided proper preparation techniques are used.]

WORDS TO KNOW
About Sandwiches
(Teacher Information Sheet)

hot dog - a cooked frankfurter served in a long split bun.

grilled cheese sandwich - a toasted sandwich made with cheese and two slices of bread.

club sandwich - three slices of bread with two kinds of filling between, such as bacon and tomato with turkey.

hamburger - a patty of hamburger meat, lettuce, and tomatoes served in a round split bun.

bacon, lettuce, and tomato sandwich - bacon, lettuce, and tomatoes served between two slices of toasted bread.

salad sandwich - a meat like tuna, chicken, or ham that is mixed with other ingredients and served between two slices of bread.

sliced meat sandwich - a slice of meat like ham, turkey, roast, or bologna that is served between two slices of bread.

bread - a baked food made of flour. White, Rye, Whole Wheat, and Whole Grain are types of bread. [NOTE TO TEACHER: Students should learn to recognize various types of bread.]

bun - the bread used for hot dogs and hamburgers.

assembly line - a row of workers who pass ingredients from one to the next to put sandwiches together.

scoop - a large spoon used to measure the amount of filling placed in a sandwich.

spread - to cover a surface like bread with something like butter or filling.

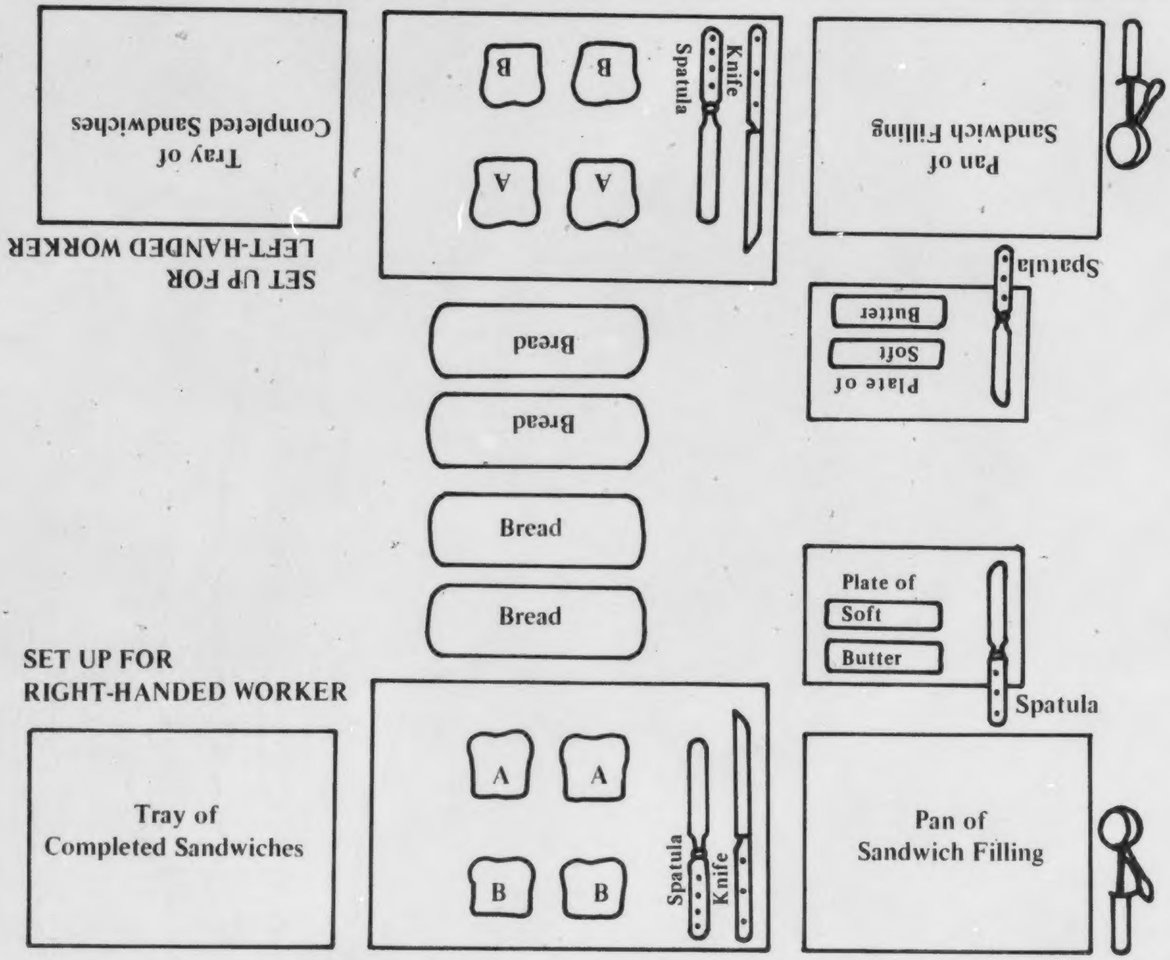
toast - a piece of bread that has been made crisp, hot. and brown by heat.

filling - food used to fill a sandwich.

open face - a sandwich with only one slice of bread. The filling is placed on top of the bread slice.

INDIVIDUAL WORK SET UP FOR PREPARING SANDWICHES
(Teacher Information Sheet)

1. Place 4 stacks of bread on board with four slices in each stack.
2. Spread butter or margarine on top four bread slices.
3. Place filling on buttered bread in stack B.
4. Spread filling evenly to edge.
5. Close sandwiches by covering with 2 slices from stack A. Be sure to place covers on sandwiches with spread side down.
6. Repeat Steps 2, 3, 4, and 5 until there are 4 whole sandwiches in each stack.
7. Cut sandwiches with knife using a straight downward motion.
8. Store or wrap cut sandwiches.


SET UP FOR
LEFT-HANDED WORKER
Tray of
Completed Sandwiches
B
B
A
A
Knife
Spatula
Pan of
Sandwich Filling
Spatula
Plate of
Soft
Butter
Bread
Bread
Bread
Bread
Plate of
Soft
Butter
Spatula
SET UP FOR
RIGHT-HANDED WORKER
Tray of
Completed Sandwiches
A
A
B
B
Spatula
Knife
Pan of
Sandwich Filling

ASSEMBLY LINE PRODUCTION OF SANDWICHES FOR RIGHT-HANDED PERSONS

(Teacher Information Sheet)

WORKERS: 5

EQUIPMENT: trays, spreader, scoop, slicing knife, plastic wrap, plastic gloves

INGREDIENTS: bread slices, spread, filling

FIRST WORKER: Places bread slices in four rows; slides to next worker.

SECOND WORKER: Spreads each slice of bread with butter, mayonnaise, mustard, or other spread; slides to next worker.

THIRD WORKER: Places a scoop of filling on all bread slices in the second and third rows. Spreads filling with a spatula. Slides to next worker.

FOURTH WORKER: Closes sandwiches using both hands to cover two sandwiches and cut them. Slides to next worker.

FIFTH WORKER: Bags or wraps sandwiches and stores in the refrigerator.

QUANTITY COOKERY

Salads and Salad Dressings

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to clean and store vegetables.

Ability to prepare salads.

Ability to prepare salad dressings.

WORDS TO KNOW:

salad
appetizer
accompaniment
main course
dessert
greens
vegetables
fruit
fresh
crisp
toss
chilled
flavor
bruise
discolor
rust
limp
texture
vinegar
seasonings
mixed salad
combination salad
garnish

OBJECTIVES	LEARNING AND EVLAUATION EXPERIENCES
Examine different types of salads (P-P)	Look at the different types of salads your teacher has prepared: (1) fruit salad, (2) vegetable salad, (3) leafy green salad, (4) meat salad, and (5) seafood salad. Taste the salads. Which ones do you like best? Choose a sheet of construction paper which has a name of a salad on it. Place the name of the salad by the salad or by a picture of a salad. Your teacher will help you choose the correct answer. [NOTE TO TEACHER: Write the names of salads on large sheets of construction paper.]
Note terms related to the preparation of a salad (P-P)	Observe a display of different salad greens and vegetables in a market display. Listen as your teacher calls each product by name and tells its use. Note terms for types of blemishes and vegetable parts which would have to be discarded. Examples: bruised, limp, covered with rust, and discolored. [NOTE TO TEACHER: You may want to introduce a few at a time to give students more time to learn.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	View large pictures of fruits and vegetables. Point out the fruits and vegetables which you would put in a salad. Your teacher will help you.
	View pictures of the different types of lettuce found in salads. (See pp. 348-349.) As you look at the pictures, listen as your teacher explains what kind of lettuce each one is and how it is used.
	Look at pictures showing salads used as: (1) appetizer, (2) main course, (3) accompaniment, and (4) dessert. Your teacher will explain the difference between the salads.
	View pictures of meats and seafoods used in salads. Where do these meats come from? Point out the different meats and seafoods. Your teacher will help you and will explain more about meats and seafoods found in salads.
	Play "Salad Scramble" to learn about terms used in preparing salads. (See p. 350.) [NOTE TO TEACHER: In all of the above learning experiences, it will be easier to learn the terms if the items are available to feel and taste. Ingredients can be used later for a salad luncheon.]
Cite the correct method for cleaning and storing vegetables (C-K)	Watch as your teacher shows the proper ways to clean, wash, and store vegetables. Note the condition of greens that have been prepared and crisped prior to the demonstration. Discuss the following questions: How is ripeness of fruits and vegetables judged? How can you keep fruits from turning dark? Which fruits turn dark easily? How should salads be stored to keep them fresh? (See pp. 351-352.)
	Match pictures of vegetables with the correct ways of cleaning and storing vegetables. [NOTE TO TEACHER: Use only four large pictures of vegetables at one time. Place on the pictures A,B,C, and D. Explain a procedure for cleaning a vegetable and have the student choose the correct picture that goes with the description.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List steps for the preparation of a quality salad (C-K)	Watch your teacher make one of the basic types of salad. Listen as your teacher explains things to remember when making that type of salad. Note: (1) eye appeal, (2) color contrast, (3) simplicity, (4) neatness and preparation techniques. [NOTE TO TEACHER: Emphasize safety in using and cleaning knives. Demonstrate only one type salad at a time.]
Explain in own words how to prepare a quality salad (C-C)	Choose a picture from the "Salad Box" of an ingredient which would go into a green salad. Show the picture to your classmates and explain how to prepare the ingredient you have choosen to place in a salad. [NOTE TO TEACHER: Place ingredients used in salads such as tomatoes, lettuce, and cucumbers in the "Salad Box." Only place a few ingredients in the box and let each item be chosen at least twice.]
Apply correct procedures for making salads (C-Ap)	Practice cleaning and storing vegetables to be used later in making salads. How can you save time by cleaning a lot of vegetables at a time? Divide the class into groups. Each group will be given one catagory of salad (appetizer, main course, accompaniment, dessert) to prepare for a salad luncheon. [NOTE TO TEACHER: Several types of luncheons should be served so all class members can experience making each type of salad. Teachers, other classes, and parents can be served.]
Identify types of salad dressings and their use (C-K)	Sample different types of salad dressings in a labeled display. Discuss with your teacher the types of the dressings: (1) mayonnaise, (2) cooked, or (3) French. Listen as your teacher gives examples of salads with which each dressing can be used. [NOTE TO TEACHER: Label the dressing with large lettering so visually impaired students can see the names.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite correct steps in salad dressing preparation (C-C)	View a film or demonstration by your teacher of the three basic types of salad dressings. Note the importance of adding certain ingredients slowly.
	Observe as your teacher points out ways to serve dressings with a salad: (1) in a small cup to the side of the salad, (2) poured on the salad, or (3) placed in serving trays and set on a table so each individual can choose and pour his/her own dressing.
Attempt salad dressing preparation (P-GR)	Divide into groups. Each group will prepare a dressing while the other students watch.
Produce salad dressing using correct procedures (P-M)	Prepare large quantity recipes of mayonnaise to use later with sandwiches and hamburgers; French and Thousand Island dressings for salads.
Improve skills in preparing quality salad and salad dressings in quantity (P-M)	Prepare a salad luncheon for guests using a variety of salads and dressings. Serve salads individually cafeteria style. Be sure that each serving is neat and about the same size and that the colors of salads placed next to each other look good together.
	Take orders from teachers and school office personnel for individual salad plates to be served on specific days of the week or month.

WORDS TO KNOW
About Salads and Salad Dressings
(Teacher Information Sheet)

salad - combination of cold foods, served with a dressing.

appetizer - a food that is served before a meal.

accompaniment - food that is served with a meal.

main course - food which is the most filling part of a meal.

dessert - food that is served after a meal.

greens - leafy vegetables like lettuce, spinach, and cabbage.

vegetables - a plant or part of a plant that can be eaten, such as tomatoes, carrots and potatoes.

fruit - food that grows on trees, bushes, and vines. Oranges, berries, and watermelons are fruits.

fresh - food that has just been grown, picked, or prepared.

crisp - firm and fresh.

toss - to stir or mix lightly.

chilled - cooled in the refrigerator.

flavor - how a food tastes.

bruise - discolored and mashed place on a fruit or vegetable.

discolor - to lose color

rust - reddish brown spots on plants that are caused by a disease.

limp - not firm and fresh.

texture - the structure, feel, and appearance of food.

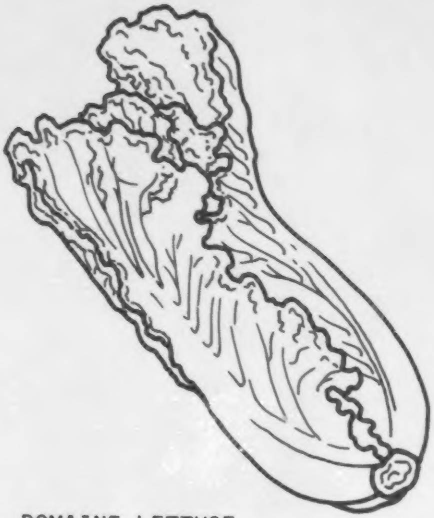
vinegar - a sour liquid used in cooking and in salad dressings.

seasoning - something that makes food taste good.

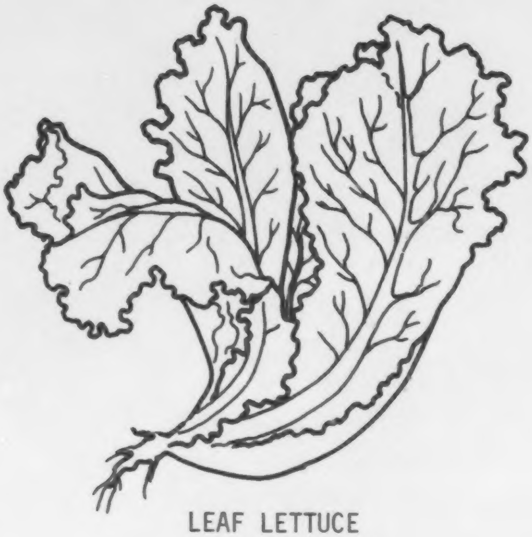
mixed salad - salads that have several ingredients.

combination salad - salads that have two or three ingredients.

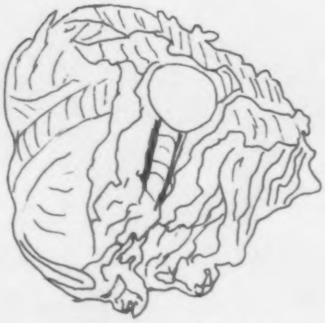
garnish - to add decorations to a food.



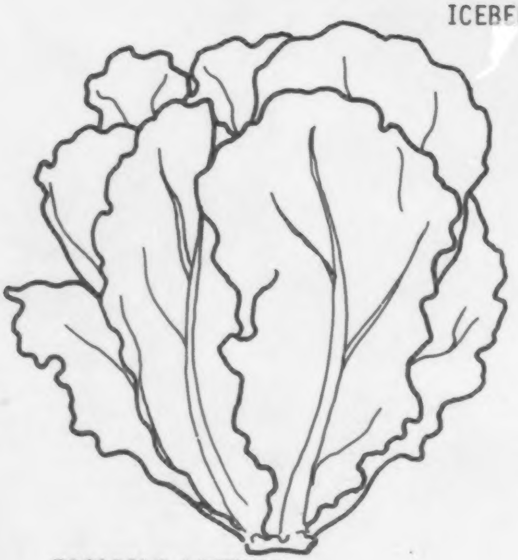
ROMAINE LETTUCE



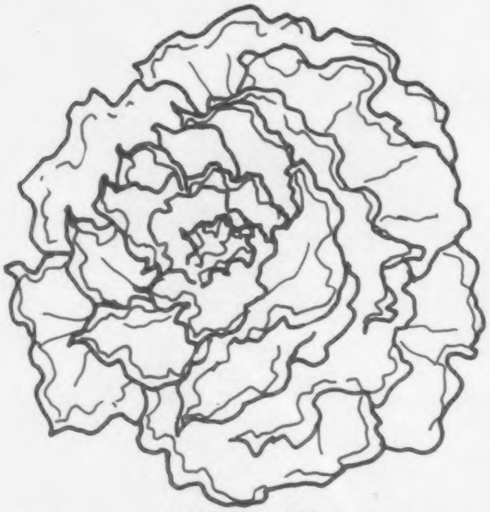
LEAF LETTUCE



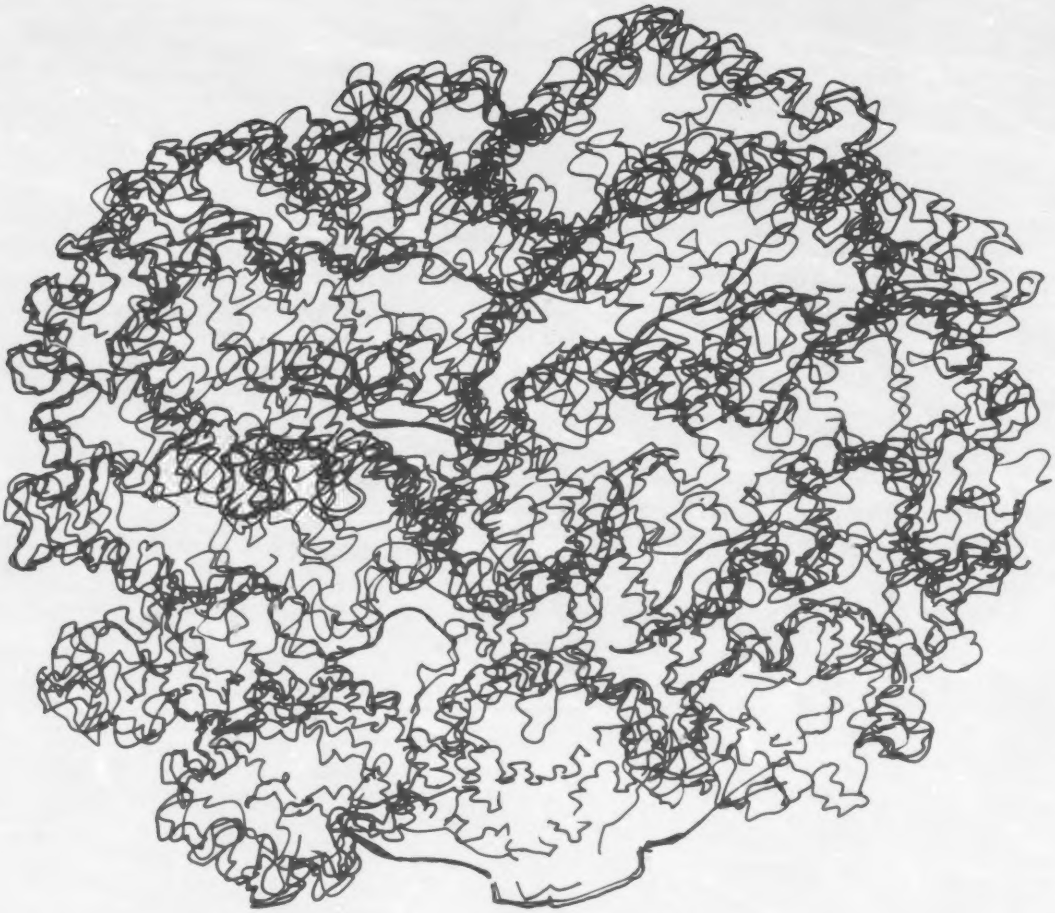
ICEBERG LETTUCE



ESCAROLE LETTUCE



BOSTON LETTUCE



LEAF LETTUCE

"SALAD SCRAMBLE"
(Teacher Information Sheet)

How to Prepare:

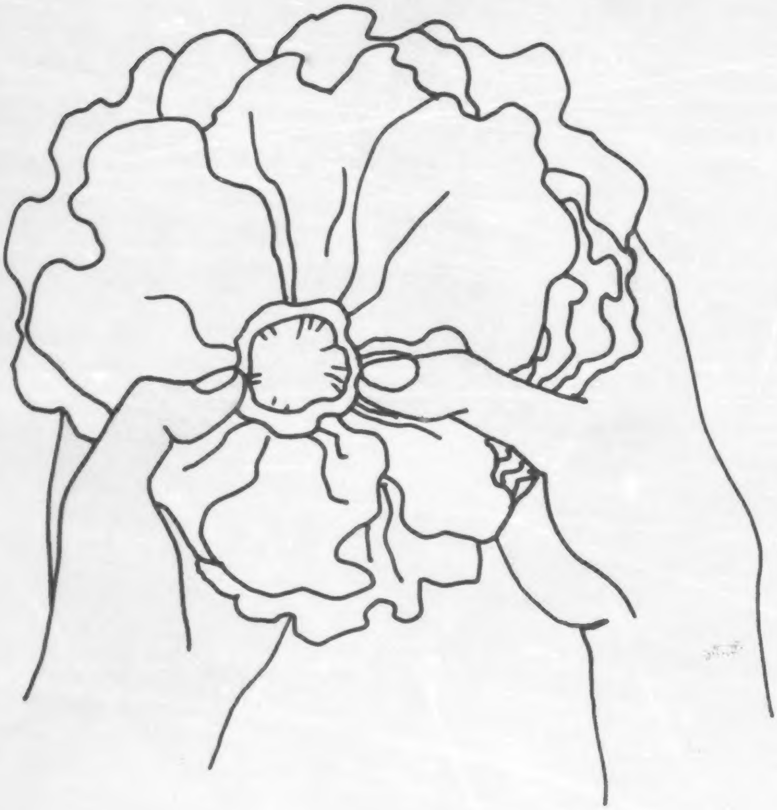
1. Place various foods on a table that represent terms used in salad preparation, such as salt and pepper for seasoning, lettuce for the word crisp, and a bruised tomato for the word bruise. (You can also use pictures that show a salad as an appetizer, main course, or a dessert.)
2. Cut out numbers 1 - (number in class) and place in a box.

How to Play:

1. Draw a number from a box, this number will determine the order in which questions will be asked.
2. Your teacher will ask the student who drew Number 1 the first question.
3. If the student answers the question correctly he/she recieves 2 points and the person who drew Number 2 is then asked another question.
4. If the student answers the questions incorrectly she/he receives no points and the person who drew number 2 is then asked the same question. [NOTE TO TEACHER: Ask 3 students the same question and if Number 3 misses it explain the correct answer.]
5. Reward each correct answer.

Examples of questions:

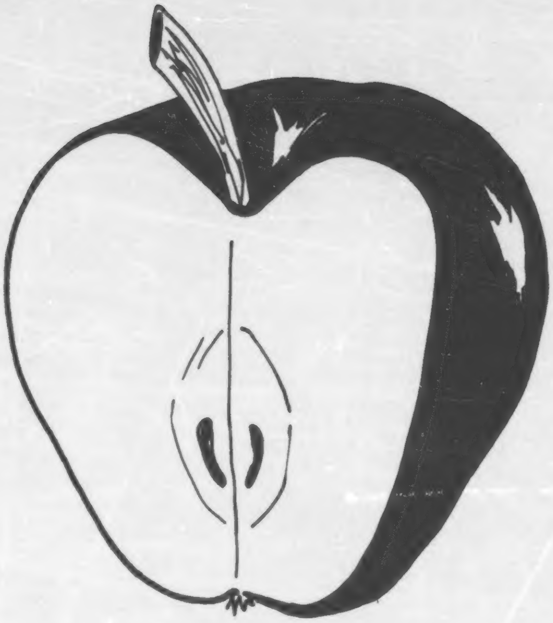
1. Show me a crisp vegetable.
2. What would you use to garnish a salad?
3. Show me a vegetable.
4. What is wrong with this tomato? (Has a bruise on it)
5. Is this tomato with a bruise on it suitable to serve in a salad?
6. What is the difference between these two vegetables? (One can be fresh and the other old)
7. Which one should I serve in a salad? (Fresh or old)
8. How do you toss a salad?
9. Show me a fruit.
10. Show me how much seasoning you would put on this salad.
11. Show me how much salad dressing you would put on a salad.



In order to clean the Iceberg Lettuce:

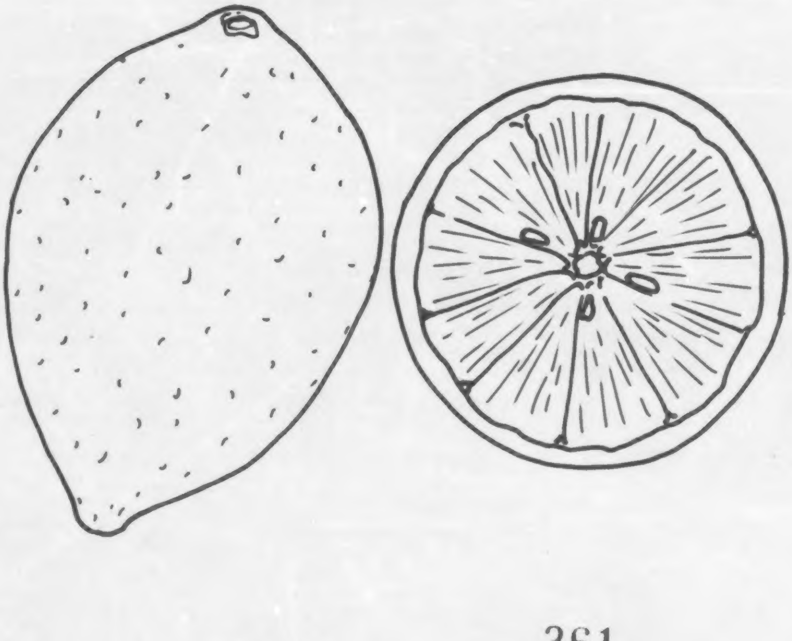
1. Pull the center core out by
   (a) applying pressure to the core with your thumb and pulling it out.
   (b) hitting the core on the work area cabinet and pulling it out.
2. Pour water through the center and over the lettuce
3. Dry lettuce with paper towel.

Then cups of lettuce can be made by pulling the head apart.



To stop fruits from turning brown you can add an acid solution to them.

ACID SOLUTION
or
LEMON



QUANTITY COOKERY

Fruits and Vegetables

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to prepare safely all forms of fruits and vegetables.

Ability to correctly cook all forms of fruits and vegetables.

WORDS TO KNOW:
frozen
canned
dehydrated (dried)
fresh
nutritive value
legume

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the most common fruits and vegetables (C-K)	Name your favorite fruit or vegetable. Your teacher will write each name on a flip chart under the correct category, Fruit or Vegetable. After each class member has named his/her favorite fruit or vegetable, review the list your teacher has made. Have a classmate blindfold you, then see if you can identify fruits and vegetables by how they feel and taste. Every time you guess look to see if you correctly identified the fruit or vegetable. [NOTE TO TEACHER: Let students first feel and taste of fruits and vegetables they are familiar with. Before you blindfold some students it may be beneficial to play the game without a blindfold.] Play fruit bingo to help you learn names of fruits. (See pp. 358-361.)
Notice various forms of fruits and vegetables (P-P)	Look at the list your teacher has written on the board which gives the different forms of fruits and vegetables. Listen as your teacher reads the list for you: (1) frozen, (2) dehydrated (dried), (3) canned, and (4) fresh. Observe a labeled display of various forms of fruits and vegetables.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Observe where you would find the various forms of fruits and vegetables by playing "Hide and Seek." Your teacher will place the four forms of fruits and vegetables in their proper storage place. See who can find the most forms of fruits and vegetables. After you have found some fruits and vegetables place them on a table. When all students have finished playing the game explain where you found your fruits and vegetables. [NOTE TO TEACHER: Before you play the game show your students what they are looking for. Do not show them where they are stored so the students can play "Hide and Seek."]
Examine the quality of fruits and vegetables (P-P)	Watch as your teacher shows you several containers of a fruit or vegetable. Taste a sample of the fruit or vegetable from each container. How do they look different? How do they taste different? Do they feel different, too? Do this experiment with several types of fruits and vegetables. Listen as your teacher explains when you might want to use each one. For example, use fancy peach slices to serve with cream for dessert; use overripe pieces in a cobbler. Listen as your teacher explains that the cost of the items may be different, too. Why should you be careful to use the right ingredients? [NOTE TO TEACHER: You may want to record quality comparisons on a chart (See p. 362) to make them easier for students to see.]
	[NOTE TO TEACHER: For the following three objectives preparation and cooking techniques may be shown preceding the laboratory in which they will be used.]
Observe the procedure for preparing and cooking dehydrated vegetables and fruits (P-P)	Watch as your teacher shows you how to prepare and cook dried vegetables and fruits.
Observe the procedure for preparing and cooking frozen and fresh fruits and vegetables (P-P)	Look at your handout on rules as your teacher tells you how to prepare and cook frozen and fresh fruits and vegetables. (See p. 363.)

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Review how to clean fruits and vegetables by repeating learning experiences you did in the salad and salad dressing unit.
	Observe as your teacher shows you how to cook fresh and frozen fruits and vegetables. [NOTE TO TEACHER: Explain to your students that it is not always necessary to cook all fresh or frozen fruits and vegetables.]
Observe the procedure for preparing and using canned fruits and vegetables (P-P)	Look at a can opener as your teacher reviews its parts and safety rules. What safety rules should you observe when using the can opener?
	Your teacher will show you two kinds of cans. One can will have a dent or bulge in it and the other can will not have any defects. Which can is safe to use? Why should you be careful not to use a can with a dent or bulge in it? [NOTE TO TEACHER: Have each student pick up each can and really notice the difference.] If a person is in doubt about using the food in a can, should he/she not worry and go ahead and use it? If you find a can with a dent or bulge in it what should you do?
	Watch as your teacher shows you how to cook canned fruits and vegetables. [NOTE TO TEACHER: Explain to your students that it is not always necessary to cook canned fruits and vegetables.]
Describe the proper methods for preparing and cooking various forms of fruits and vegetables (C-C)	Prepare and cook correctly one of the forms of fruits and vegetables. Explain the steps followed in cooking the food correctly.
Duplicate the proper methods for preparing and cooking various forms of fruits and vegetables (P-GR)	As your teacher demonstrates the steps used in preparing and cooking a dish, repeat each step yourself. [NOTE TO TEACHER: Demonstrate one step at a time and do not continue to the next step until all students have finished what they are working on.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Prepare a vegetable plate luncheon. Use recipes which will provide a variety of cooking methods.
	Prepare fruit plates. Use different ways to garnish the plates.
Gain increased skill in fruit and vegetable preparation (P-M)	Prepare vegetables and fruits using a variety of methods.

WORDS TO KNOW
About Fruits and Vegetables
(Teacher Information Sheet)

frozen - chilled until very hard.

canned - sealed in an airtight can or jar.

dehydrated (dried) - with water removed.

fresh - not canned, frozen, or dehydrated (dried).

nutritive value - usefulness of a food in making the body strong and healthy.

legume - anything related to the pea or bean family.

FRUIT BINGO
(Teacher Information Sheet)

Teacher Instructions:

1. Cut out the slips for drawing and place in a container. Each slip should have a letter (F,R,U,I, or T) and the name of a fruit on it. (See p. 360.)
2. Make a bingo card for each student mixing up the names of fruits on each card. (See sample cards on p. 361.) Cards may be laminated, if desired.
3. Provide markers such as buttons or beans for each player.

Directions for Playing:

1. Issue one Fruit Bingo card and a supply of markers to each player.
2. To win, player must cover names of five fruits in a vertical, horizontal, or diagonal line.
3. Caller will shake container, draw one slip, and call the letter and fruit. Example: Under T, blueberry.
4. Caller places slip on corresponding space on master list.
5. Player should cover the fruit called, if possible, with a marker.
6. When a player covers five fruits vertically, horizontally, or diagonally, the player should call out, "bingo."
7. Caller checks fruits covered against master list. (See p. 359.)
8. Continue until several players bingo.
9. Winners may be awarded a piece of fruit.

Variation of Game:

Players can color the fruit as it is called. This game can also be played using vegetables.

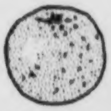
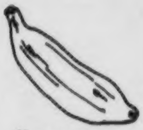
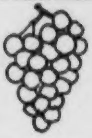
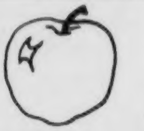
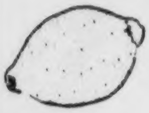
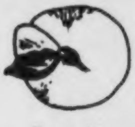
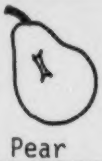
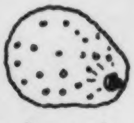
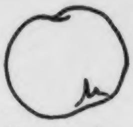
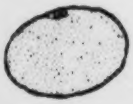
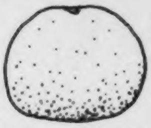
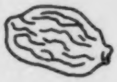
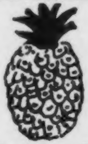
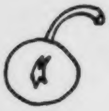
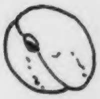
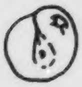
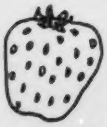
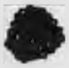
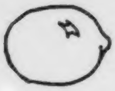
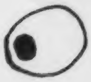
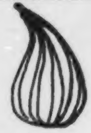
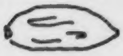
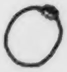
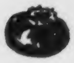
CALLER'S MASTER LIST

F	R	U	I	T
Apple	Apple	Apple	Apple	Apple
Apricot	Apricot	Apricot	Apricot	Apricot
Avocado	Avocado	Avocado	Avocado	Avocado
Banana	Banana	Banana	Banana	Banana
Blackberry	Blackberry	Blackberry	Blackberry	Blackberry
Blueberry	Blueberry	Blueberry	Blueberry	Blueberry
Cherry	Cherry	Cherry	Cherry	Cherry
Cranberry	Cranberry	Cranberry	Cranberry	Cranberry
Date	Date	Date	Date	Date
Fig	Fig	Fig	Fig	Fig
Grape	Grape	Grape	Grape	Grape
Grapefruit	Grapefruit	Grapefruit	Grapefruit	Grapefruit
Lemon	Lemon	Lemon	Lemon	Lemon
Lime	Lime	Lime	Lime	Lime
Necterine	Necterine	Necterine	Necterine	Necterine
Olive	Olive	Olive	Olive	Olive
Orange	Orange	Orange	Orange	Orange
Peach	Peach	Peach	Peach	Peach
Pear	Pear	Pear	Pear	Pear
Pineapple	Pineapple	Pineapple	Pineapple	Pineapple
Plum	Plum	Plum	Plum	Plum
Prune	Prune	Prune	Prune	Prune
Strawberry	Strawberry	Strawberry	Strawberry	Strawberry
Tangerine	Tangerine	Tangerine	Tangerine	Tangerine

CALL SLIPS FOR FRUIT BINGO

F Strawberry	R Strawberry	U Strawberry	I Strawberry	T Strawberry
F Date	R Date	U Date	I Date	T Date
F Apple	R Apple	U Apple	I Apple	T Apple
F Necterine	R Necterine	U Necterine	I Necterine	T Necterine
F Pineapple	R Pineapple	U Pineapple	I Pineapple	T Pineapple
F Blackberry	R Blackberry	U Blackberry	I Blackberry	T Blackberry
F Cranberry	R Cranberry	U Cranberry	I Cranberry	T Cranberry
F Lemon	R Lemon	U Lemon	I Lemon	T Lemon
F Tangerine	R Tangerine	U Tangerine	I Tangerine	T Tangerine
F Cherry	R Cherry	U Cherry	I Cherry	T Cherry
F Lime	R Lime	U Lime	I Lime	T Lime
F Blueberry	R Blueberry	U Blueberry	I Blueberry	T Blueberry
F Orange	R Orange	U Orange	I Orange	T Orange
F Peach	R Peach	U Peach	I Peach	T Peach
F Grapefruit	R Grapefruit	U Grapefruit	I Grapefruit	T Grapefruit
F Apricot	R Apricot	U Apricot	I Apricot	T Apricot
F Olive	R Olive	U Olive	I Olive	T Olive
F Banana	R Banana	U Banana	I Banana	T Banana
F Pear	R Pear	U Pear	I Pear	T Pear
F Prune	R Prune	U Prune	I Prune	T Prune
F Plum	R Plum	U Plum	I Plum	T Plum
F Fig	R Fig	U Fig	I Fig	T Fig
F Grape	R Grape	U Grape	I Grape	T Grape
F Avocado	R Avocado	U Avocado	I Avocado	T Avocado

SAMPLE FRUIT BINGO

F	R	U	I	T
 Orange	 Banana	 Grape	 Apple	 Lemon
 Peach	 Pear	 Avocado	 Necterine	 Tangerine
 Grapefruit	 Prune	FREE	 Pineapple	 Cherry
 Apricot	 Plum	 Strawberry	 Blackberry	 Lime
 Olive	 Fig	 Date	 Cranberry	 Blueberry

QUALITY CHART

[NOTE TO TEACHER: This is an example of the chart. Make a large one to hang in the room. As the students test the forms place the name or picture of the fruit or vegetable on the chart. Place a check in the space to indicate good quality and a zero in the space to indicate poor quality. In the price column place the amount of the item. If a fruit or vegetable does not fit into one of the forms leave it blank.]

Fruit or Vegetable	Tomatoes	Apples								
CANNED taste										
appearance										
texture										
price										
FROZEN taste										
appearance										
texture										
price										
FRESH taste										
appearance										
texture										
price										
DRIED taste										
appearance										
texture										
price										

RULES FOR PREPARING AND COOKING
FRESH AND FROZEN FRUITS AND VEGETABLES

1. Clean fresh fruits and vegetables before cooking.

2. Cut fruits and vegetables in large pieces of the same size.

3. Only use enough water to cover fruits and vegetables.

4. Salt may be added to water.

5. Try to cook only the amount needed at one meal.

6. Cook until the fruits or vegetables are tender.

7. Save juice from fruits and vegetables to be used in sauces.

8. Season fruits and vegetables just before they are served.

Sauces, Gravies, and Soups

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCY: Ability to prepare quality sauces, gravies, and soups.

WORDS TO KNOW:

sauce
hollandaise
tartar
gravy
thickening agent
roux
soup
stock
bouillon
broth
puree
chowder
bisque
crouton

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	[NOTE TO TEACHER: Sauces, gravies, and soups may be taught preceding the laboratory in which they will be used. Illustrate only one or two of the preparations at a time.]
Identify the basic varieties of sauces, gravies, and soups (C-K)	Look through cookbooks and magazines to find pictures and names of sauces, gravies, and soups. Each student will show the other class members what he/she found. Note different types of garnishes used with each. [NOTE TO TEACHER: Point out to the students the different foods that sauces and gravies may be served with.]
	Taste two kinds of sauces: (1) warm, and (2) cold. Can you tell the difference between the sauces? Which do you like best?
	Look at a soup poster showing a variety of soups. Listen as your teacher names and describes the types of soups on the poster. (1) Clear soups--broth, bouillon, consomme, and vegetable, (2) Thick soups--cream, puree, chowder, and bisques, (3) Special and National soups--(which may also belong to group 1 or 2) oxtail soup. Find all of these soups and paste a picture of each soup by its name. [NOTE TO TEACHER: Make the poster in the shape of a bowl.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Taste several different soups. Listen as your teacher explains when during a meal each might be served. Which soups could be a meal by themselves? Which soups would be served at the beginning of a meal? Which ones would be good served with other foods like sandwiches? [NOTE TO TEACHER: Serve each student a small sample of each of the following: bouillon with bread sticks, cream of tomato soup with grilled cheese sandwiches, and meat and vegetable soup with cornmeal muffins.]
	Take a card with one of the following words written on it in large letters: soup, gravy, or sauce. Hold up the card when your teacher shows a picture of one of them.
Note the convenience forms of soups (P-P)	Look at the convenience foods your teacher has placed on the demonstration table: (1) frozen, (2) dried, and (3) canned. Which takes the longest (shortest) time to prepare. [NOTE TO TEACHER: Place only the packages of the convenience soups on the table.]
	Taste the three convenience forms of soups which the teacher has prepared. Which do you think tastes best?
Cite steps in preparing basic sauces, gravies, and soups (C-K)	Observe a demonstration by your teacher on preparation of basic sauces, gravies, and soups. [NOTE TO TEACHER: Demonstrate methods for preparing convenience soups also.] Note the following about sauces and gravies. Should the liquid be cold or hot when added to the flour? When should you season the gravy or sauce? What temperature is used to prepare a sauce and gravy? How much seasoning should be used? What ingredients are used in gravy? Do you pour part of the meat juices out of the pan before preparing the gravy, or do you let the juices cook down?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Listen as your teacher describes the steps in making soups. Are steps in preparing convenience soups similar to steps in preparing homemade soup? How much water is added to convenience soups? When do you season convenience and homemade soup? At what temperature do you cook soups? How should vegetables for soups be prepared? Is cream or milk ever used in making soups? What does cooling soup mean?
Explain steps used in preparing sauces, gravies, and soups (C-C)	Listen as your teacher tells you which of the sauces, gravies, or soups you will prepare. Get out the equipment needed to prepare the sauce, gravy, or soup you are assigned. Display the equipment you have chosen and let your classmates help you decide if you have made the correct decisions. If you disagree, let your teacher be the final judge. [NOTE TO TEACHER: To decide on which student will prepare each product, have the students draw slips of paper with the names of the products written on them or make assignments based on the students' abilities.] Arrange pictures in the correct order for preparing sauces, gravies, and soups. [NOTE TO TEACHER: As you prepare the sauces, gravies, and soups take pictures of the steps.]
Practice preparing sauces, gravies, and soups using proper techniques (P-GR)	Prepare a tasting lab on desert sauces. Sample the following varieties of sauces: chocolate, fruit, marshmallow, and caramel. Practice steps in making a white sauce. Add ingredients to the basic sauce to produce cheese sauce, egg sauce, mushroom sauce, and others.
Note the quality of sauces, gravies, and soups (P-P)	While preparing sauces, gravies and soups in class, note the texture of the foods. Taste the gravy, sauce, and soup. Is it the right temperature? Does it have an appropriate coloring?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Divide into four groups to prepare: (1) frozen, (2) dehydrated, (3) canned, and (4) homemade soup. Each group should prepare the same kind of soup. Compare the soups for: (1) taste, (2) appearance, (3) aroma, and (4) price. Which soup tasted best? Which soup did you least like? Which soup looked the best? Which soup looked the worst? Which soup smelled the best? Which soup smelled the worst? Which soup cost the most per serving? Which soup cost the least per serving? Which soup was the easiest to prepare? Which soup was the hardest to prepare? Which soup took the most time to prepare? Which soup took the least time to prepare?
Acquire additional skills in preparing quality sauces, gravies, and soups (P-M)	Prepare soups, gravies, and sauces throughout the school year. Note improvements with each lab. [NOTE TO TEACHER: Begin with canned or convenience forms and increase difficulty to include some homemade soups, gravies, and sauces as students' skills increase.]

WORDS TO KNOW
About Sauces, Gravies, and Soups
(Teacher Information Sheet)

sauce - a thickened liquid used on or with meat, poultry, fish, or dessert.

hollandaise - sauce made with egg yolks, melted butter, and lemon.

tartar - sauce made of mayonnaise, chopped pickles, onions, and other ingredients. It is served with fish.

gravy - mixture made from liquid and a thickening agent.

thickening agent - an ingredient such as flour which makes a mixture thick.

roux - a mixture of starch and fat browned together and used as a thickening agent for sauces and gravies.

soup - a liquid food made from meat, poultry, fish, or vegetables.

stock - a liquid in which meat, fish, or vegetables have been cooked.

bouillon - a clear soup used as a broth.

broth - a thin, clear soup made from stock. Rice, barley, meat, or vegetables may be added.

puree - to rub cooked fruits or vegetables through a fine strainer. Purees are used to make thick soups. Purees can also be made in the blender.

chowder - thick soup usually made of fish or shellfish.

bisque - thick soup usually made of shell fish.

crouton - small cube of dried toast served on top of soup.

QUANTITY COOKERY

Breads

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to prepare quality quick breads.

Ability to prepare crumbs for dishes.

Ability to heat bread.

WORDS TO KNOW:		
	quick breads	loaf
	dough	leavening

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify different types of quick breads (C-K)	Look at the bulletin board titled, "Quick Breads." How many of the quick breads can you name? Your teacher will tell you the names of quick breads that you do not recognize. The types of quick breads include: (1) biscuits, (2) muffins, (3) pancakes, (4) waffles, (5) type breads like banana nut, apricot, and nut breads, (6) coffee cakes, (7) doughnuts, and (8) cornbread. [NOTE TO TEACHER: Make a bulletin board with pictures of the different types of quick breads, but do not label the breads.] After you have learned their names label the breads on the bulletin board. Listen as your teacher gives you a definition of quick breads. Cut pictures of quick breads out of magazines. When everyone has finished cutting, show your pictures to the other class members. Were you able to find several different types of quick breads?
Cite steps used in preparing quick breads (C-K)	Watch a demonstration by a chef or your teacher on how to prepare pancakes. Note the following: how you prepare the griddle, how to mix the ingredients, how you pour the ingredients on the griddle, how many times you turn the

pancakes. How do you know when it is time to turn the pancakes? How long do you cook them?

Watch a demonstration by your teacher on how to prepare muffins. How are muffin tins greased? How much batter do you pour in each muffin?

View a film or filmstrip on ways to prepare quick breads using the soft dough method. Your teacher will discuss the film or filmstrip after you finish watching it. [NOTE TO TEACHER: Point out things you want the students to notice before you show the film, stop to point out details as needed, and follow the film or filmstrips with questions.]

After you have seen how each of the quick breads is made answer the following questions: What are the main ingredients used in quick breads? Did your list include flour, salt, leavening, and liquid? How were the ingredients mixed together? What tools were used to make the quick breads? What are the three types of quick breads? Did you include: (1) pour batters, (2) drop batters, and (3) soft dough? How do you get the oven ready for cooking quick breads? Are all quick breads cooked the same amount of time?

Explain the steps used in preparing quick breads (C-C)

Place pictures of steps used in preparing quick breads in the correct order. Then place pictures of equipment needed in each step by the pictures you have placed in correct order. [NOTE TO TEACHER: While giving a demonstration of preparing quick breads have someone take pictures of the different steps and equipment.]

Draw a card which has the name of a quick bread on it. Show your card to the class and gather all the equipment you need to make the quick bread. Then pantomine the steps used to prepare the quick bread. [NOTE TO TEACHER: The students can use the pictures they have placed in order to help them remember the steps and equipment.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice the steps used in preparing quick breads (P-GR)	Make biscuits, muffins, and loaf type quick breads. Serve these to class members. Can you taste any difference in the quick breads? [NOTE TO TEACHER: Be sure to use quantity recipes.]
Identify the quality characteristics of quick breads (C-K)	View a film or filmstrip on quick breads. How can you tell when quick breads are good?
	Look at pictures of muffins which show differences in quality. (See p. 374.) Your teacher will point out ways you can tell when muffins are good.
	As your teacher explains how a quality quick bread should look, find pictures on your handout on "Quality Characteristics of Quick Breads." (See p. 375.)
Explain the quality characteristics of quick breads (C-C)	Look at a quick bread you have made and decide whether it is well-made. Explain what the signs of a good quick bread are.
	Compare pictures of a quality quick bread with the bread you have made. Explain how your bread does or does not look like the bread in the picture.
	Read over the handouts on "Quality Characteristics of Quick Breads." (See pp. 376-377.) Look at the quick bread you have prepared and decide if your bread looks as good.
Name uses for crumbs in food preparation (C-K)	Look at different pictures of dishes where crumbs are used. Where are crumbs usually placed on a dish?
	Listen as your teacher shows you where crumbs are placed and the reasons for using them.
Cite steps used in making crumbs (C-K)	Watch your teacher make bread crumbs. What kind of bread was used? How was the bread broken? How are bread crumbs stored?
Practice making crumbs (P-GR)	Make bread crumbs. Store the crumbs properly to be used later in various dishes.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List steps in heating breads (C-K)	Look at a transparency showing the steps used in heating breads. Listen as your teacher reads the list. (See p. 378.)
	Watch as your teacher demonstrates how to prepare bread for heating. At what temperature is the oven set? What steps are used to prepare and heat the bread?
Practice heating breads (P-GR)	Divide into teams of two to prepare and heat bread. See how fast one team can fix their bread as compared to another team. [NOTE TO TEACHER: Loaves can be divided to save cost.]
Improve skills in preparing quality quick breads and crumbs, and heating breads (P-M)	Take orders for quick breads from teachers in your school. After preparing the quick breads take them to the teacher who ordered it.
	Prepare a quantity recipe of doughnuts and serve them at a faculty meeting.
	Prepare a variety of quick breads to serve at a brunch for mothers of VEH students. Serve with coffee and hot tea.
	Invite all FHA chapters in your school for a pancake breakfast. Prepare the pancakes as orders are turned in.
	Prepare a lunch for teachers. Prepare dishes that are topped with or use crumbs. Serve with hot bread.

WORDS TO KNOW
About Bread
(Teacher Information Sheet)

quick breads - bread that can be prepared and baked in a short time.

dough - a soft, thick mixture that is used to make bread or pastry.

loaf - bread shaped and baked in one piece.

leavening - ingredients such as baking powder that expand bread while it is cooking.

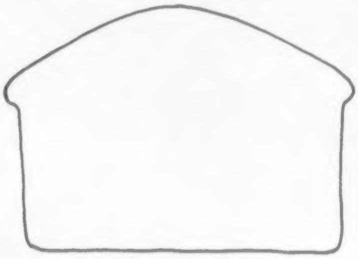
QUALITY CHARACTERISTICS OF QUICK BREADS

Directions: Listen as your teacher explains how cornmeal muffins or corn bread should look. Find the picture of each quality to look for below. Also check the cornmeal muffins and corn bread you make to see if they look like these pictures.

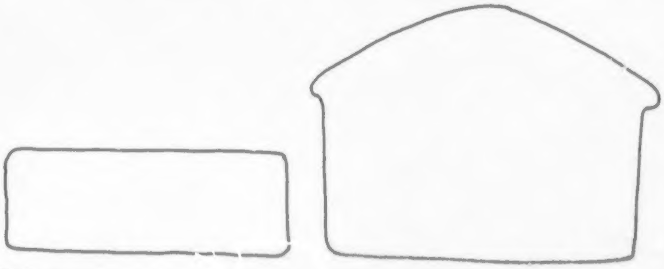
Cornmeal Muffins and Corn Bread

Outside of Cornmeal Muffins and Corn Bread

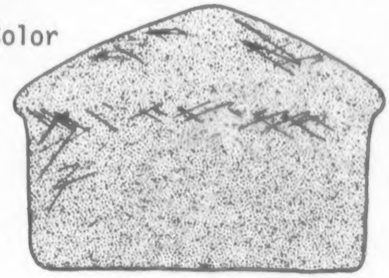
Shape



Size



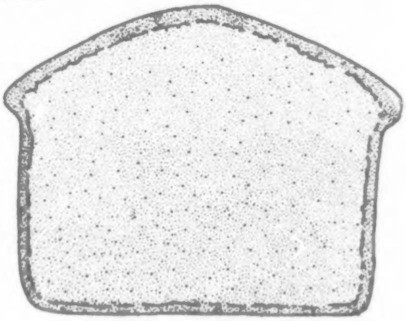
Color



Crust: A little cracked and rough

Inside of Cornmeal Muffins and Corn Bread

Color



Texture: Crisp, tender, and a little moist

QUALITY CHARACTERISTICS OF QUICK BREADS

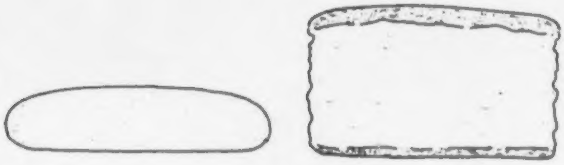
Directions: Listen as your teacher explains how biscuits should look. Find the pictures of each quality to look for below. Also check the biscuits you make to see if they look like these pictures.

Biscuits

Outside of Biscuit

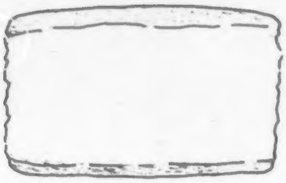
Shape

Size



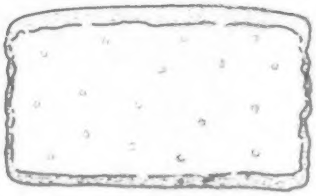
Color

Crust



Inside of Biscuit

Crust



Texture: Tender and a little moist

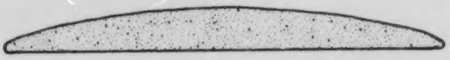
QUALITY CHARACTERISTICS OF QUICK BREADS

Directions: Listen as your teacher explains how a pancake or waffle should look. Find the picture of each quality to look for below. Also check the pancakes or waffles you make to see if they look like these pictures.

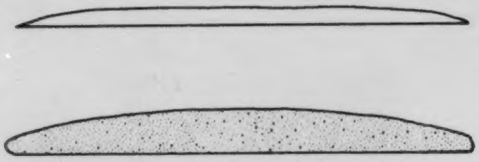
Pancakes and Waffles

Outside of Pancakes and Waffles

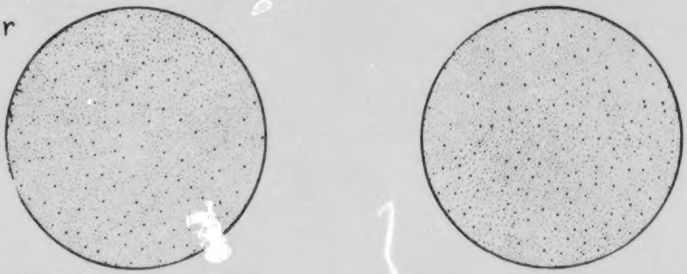
Shape



Size



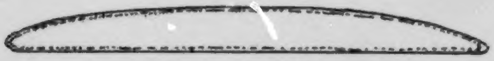
Color



Crust: Smooth and Tender

Inside of Pancakes and Waffles

Color



Texture: A little moist and tender

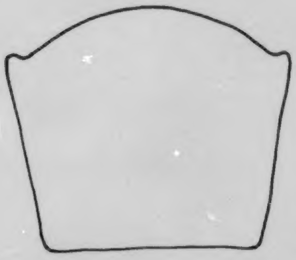
QUALITY CHARACTERISTICS OF QUICK BREADS

Directions: Listen as your teacher explains how a plain muffin or bread should look. Find the picture of each quality to look for below. Also check the plain muffins and bread you make to see if they look like these pictures.

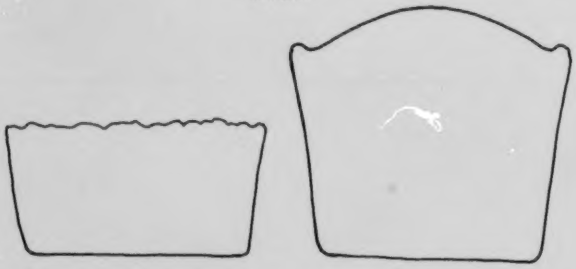
Muffins and Bread

Outside of Muffins and Bread

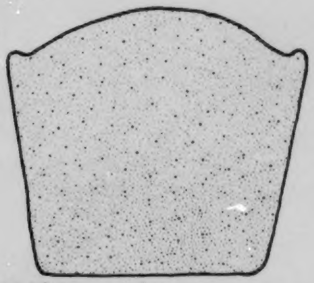
Shape



Size



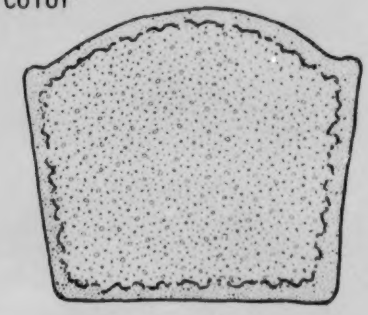
Color



Crust: Tender and a little rough.

Inside of Muffins and Bread

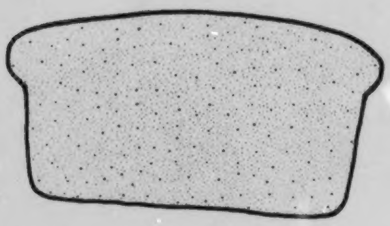
Color



Texture: Tender and moist

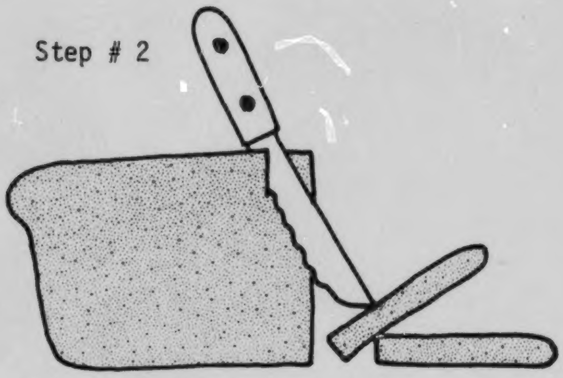
STEPS USED IN HEATING BREAD

Step # 1



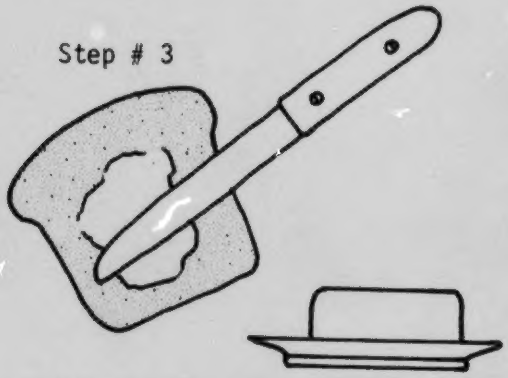
Bread

Step # 2



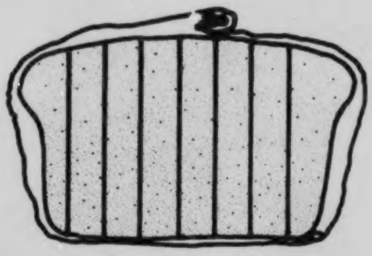
Cut the bread in slices

Step # 3



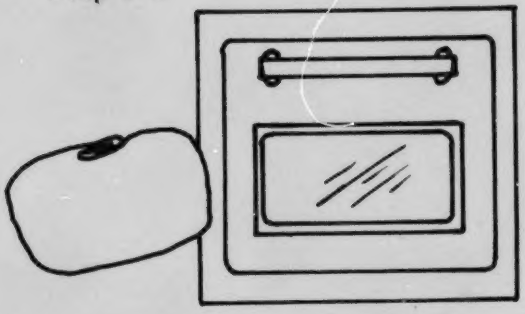
Spread butter on each slice of bread

Step # 4



Cover the bread in foil

Step # 5



Place wrapped bread in oven

QUANTITY COOKERY

Desserts

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to prepare quality pastry products, pies, cakes, cookies, milk desserts, and gelatin desserts.

Ability to decorate any kind of desserts.

WORDS TO KNOW:

dessert
pastry
crust
flute
filling
custard
meringue
batter
pastry bag
layer cake
sheet cake
frosting (icing)
decorating
cookies
pudding
gelatin

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify different kinds of desserts (C-K)	Cut pictures of different kinds of desserts out of magazines, newspapers, calendars, and books. Place all of these pictures on construction paper and make a bulletin board titled "Desserts." Divide the pictures into different sections according to the type of dessert. The sections you will want to put on your bulletin board include: (1) pastry, (2) pies, (3) cakes, (4) cookies, (5) milk desserts, (6) gelatin desserts. Your teacher will help you divide the pictures of desserts into the different sections, and will help you notice the difference between the types of desserts. Look at the pictures each time you learn about a new dessert. Visit a bakery. Note the following: the different kinds of desserts, how each dessert is decorated, whether the dessert is kept in a refrigerator or on a shelf in the cabinet, the size of the dessert. Talk with the baker and ask when the desserts are prepared. What dessert sells best? Which dessert is

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	the baker's favorite to prepare? How long does it take to prepare the desserts?
	Take a vote in your class on favorite desserts. Each class member will tell their favorite dessert. As each person tells their favorite dessert, your teacher will write each person's choice under one of the six dessert sections on the chalkboard. After everyone has had a chance to express their opinions, see which section was the most popular.
	Ask teachers in your school to write down their favorite dessert. Bring them back to class. Your teacher will read the different names to you. Have you ever heard of any of the desserts?
	Listen as a restaurant manager explains what a convenience dessert is. What convenience desserts are most often served? Why are convenience desserts used?
	[NOTE TO TEACHER: Do all of the following set of objectives in different labs so your students will not become confused. Before teaching each type of dessert have students look back at their bulletin board to note the different types of desserts in that section. Also place pictures of the dessert you are demonstrating on your bulletin board, in different forms. For example, place pictures of pies on the bulletin board while you demonstrate how to prepare one and while the students are preparing pies.]
Cite steps used in preparing pastry (C-K)	Watch a baker show how to make basic pastries. Note the following: How did the baker keep the dough from sticking to the pastry cloth or rolling pin? How do you roll the pastry out? How do you prepare the pastry? What does it look like just before it is ready to be rolled out? Feel the dough and notice how it feels when different amounts of shortening are used in it.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	View a demonstration by the baker on how to make pie crust. Note the following: the different ways to flute and trim the crust, how to place the crust in a pan, how to make a 2-layer crust, how to form holes for steam to escape, how and when to prick the bottom crust.
Explain steps in preparing pastry (C-C)	Play a game of Round Robin. Students form a circle in the middle of the room. The teacher will start by telling the first step in preparing pastry. The student to the teacher's right will explain the second step and so on around the circle. If a step is given incorrectly or out of order, see which student can correct it before going to the next student.
Practice proper techniques for preparing pastry (P-GR)	Make up pastry mix using the food mixer. Measure out enough mix for two crusts. Add water and mix. Roll out the dough in rectangular shapes. Cut the dough into four-inch squares. Place a tablespoon of canned pie filling in each square and fold the dough diagonally to form a tart. Seal the edges and bake. [NOTE TO TEACHER: The dough can also be properly stored and used during the pie lab.]
	Prepare a commercial quantity mix for danish pastry following the directions on the mix. Use assembly line methods for rolling out dough, adding butter, and re-rolling. Fill the pastry with a filling your teacher has prepared for you. [NOTE TO TEACHER: These can be stored properly and baked later on to be served at a "coffee shop" for teachers.]
Cite the steps used in preparing pie fillings (C-K)	Watch as your teacher shows how to prepare the different forms of pie fillings. The different forms include: (1) uncooked soft fillings, (2) cooked soft filling, and (3) fruit filling. Note the basic ingredients of each type, the method for combining ingredients, the cooking or refrigerator time, the use of a steam jacketed kettle or compartment steamer to prepare cooked fillings, how to prepare fresh fruits to be cooked, and the use of a whip for stirring cooked fillings.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Watch as your teacher shows how to prepare meringue. [NOTE TO TEACHER: Pour cold water over yolks and place in refrigerator for future use.] Note the different ways to prepare meringue, the machine your teacher uses to whip the egg whites, how to separate the yolk and whites, the importance of not allowing any yolk in the whites after separating them, what ingredients you add to egg whites, how long you beat the whites and ingredients, when you add the extra ingredients, and what the finished product should look like.
Explain the steps in preparing pie fillings (C-C)	Divide the class into four groups. Each group will draw a card which tells what kind of pie filling they will explain. The cards will have written on them: (1) Explain the steps in preparing an uncooked filling that is poured into a pie shell and baked. (2) Explain the steps in preparing a cooked soft filling that is covered with a meringue. (3) Explain the steps in preparing meringue. (4) Explain the steps in preparing a fruit pie filling. After each group has received a card then go and get a large piece of construction paper or a sheet of poster board your teacher has for you. Then using crayons, chalk, or pencils, draw and color the steps used to prepare the filling your group chose. When each group finishes your teacher will check your pictures. Then each group will explain their steps and pictures to the other class members.
Practice preparing the three basic varieties of pies (P-GR)	Work with a partner to prepare uncooked soft filling pie in the first lab; a cooked filling pie such as lemon, chocolate, or vanilla cream should be prepared in the second pie lab; a fruit filled pie should be prepared in the third lab; and a chiffon pie such as a lemon, orange, pumpkin should be prepared in the fourth lab. Student assistants or supervisors will view, sample, and score the pies. [NOTE TO TEACHER: These pies can also be sold at a pie sale.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List basic steps used in preparing cakes (C-K)	Watch as your teacher shows you one of the ways to make a cake. The different methods include: (1) creaming, (2) sponge or whipping, and (3) two stage or blending. Note the following: how the ingredients were measured, techniques for mixing batter in the commercial mixer, preparation of the cake pan, if flour or grease is used in the pan, techniques for knowing how much batter is to be poured into the pan, how to alternate the dry ingredients with the liquid ingredients. View a film or filmstrip presentation on cakes. Notice the different ways cakes are prepared; the temperature used to cook cakes; how cake pans are placed in the oven and the importance of using the correct pan size the recipe calls for.
Give examples of how to prepare a cake (C-C)	Listen as your teacher reads a recipe to you. When your teacher has finished reading the recipe find all the necessary equipment needed to prepare the cake and show the other class members. Divide the class into four groups. Each group will describe how to prepare one part of the cake. Group 1 will explain how to preheat the oven and how to prepare cake pans, Group 2 will explain how to prepare the cake mixture, Group 3 will explain how to bake the cake, and Group 4 will explain how to cool the cake.
Prepare a cake using proper techniques (P-GR)	Make a cake following the correct steps. [NOTE TO TEACHER: The entire class can prepare one recipe if the class is an appropriate size. The cakes can be used in the decorating and frosting unit.]
Identify basic mixing methods for frosting (C-K)	View a demonstration on making a creamed frosting and a boiled frosting. Sample each type of frosting on a graham cracker or vanilla wafer. How do they seem to differ? Listen as the teacher explains the difference in the two basic varieties.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite procedures for making frosting (C-C)	Watch your teacher prepare a frosting. As the teacher prepares the frosting, explain the procedures for making it. Each class member should express what they think the next step will be.
Practice preparing a frosting (P-GR)	Make small recipes of frosting to practice making creamed and boiled frostings. Taste the frosting after you have made it. If it did not turn out, determine the reason why.
Cite steps used in frosting cakes (C-K)	Watch a demonstration by your teacher or a county extension agent on how to frost a cake. Note how you can use a string to cut a cake in half to be frosted between layers (see p. 391), which section of cake is frosted first, next; what technique is used to prevent cake crumbs from breaking off into the frosting; and what tools are used to frost the cake.
	Take a vote in your class to see how many students like frosting on their cakes and how many do not like frosting.
Experiment with different ways to frost a cake (P-GR)	Use the cake you made during the cake lab and practice frosting it. Each student should cut a cake layer in half with a string and frost in between the layers. Look at each of the cakes and notice if the frosting looks different on any cake. If so, why does it look different?
Notice ways to decorate a cake (C-K)	Watch a professional cake decorator decorate a cake. Watch how roses are made. What tools are used to decorate the cake? How are the tools used? What kind of icing is used?
	Watch how to make a paper cone for decorating cakes. (See p. 392.) As the baker or teacher demonstrates how to form the cone look at your handout on "Paper Cones." Watch as they show how to use the cone. Why is it important that no air be captured in the icing when filling the bag?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Look through several cake decorating books to find different designs you like. When the baker comes to demonstrate different decorating techniques ask the baker to do the design you found.
	As the baker does the different designs write the steps down that are used. [NOTE TO TEACHER: You can write the steps down if the students are unable to. After receiving this information from the baker, make a handout on the steps.] After watching the demonstration by the baker review the steps by looking at the handout your teacher has prepared for you.
Experiment with decorating cakes (P-GR)	Make different kinds of roses and store them in a refrigerator to place on a cake later.
	Make a decorating cone and practice making different designs and letters with it such as "HAPPY BIRTHDAY."
	After frosting a cake, place a doily on the top of it. Then using a sieve or salt shaker filled with icing sugar, sprinkle the sugar on top of the doily. Gently lift up the doily and a decorative design will remain on the cake. You can also put food coloring in the icing sugar to make different colored designs.
	Make different kinds of animals and people from cake and decorate them.
Cite the steps used in preparing cookies (C-K)	View a film or a filmstrip on how to prepare different types of cookies. The different types of cookies include: (1) drop cookies, (2) roll and sliced cookies, (3) bagged cookies, and (4) quick hand cookies. (See pp. 393-396.) Notice the different techniques that are used to make the different types of cookies. What tools are used to prepare the cookies? How is the dough prepared? When using the pastry bag, how is your hand supposed to be positioned to hold the bag when you fill it? [NOTE TO TEACHER: Show only one method at a time, when students have learned that method, introduce a new one.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Look at your handouts on different ways to prepare cookies as your teacher explains them.
Describe the steps in preparing cookies (C-C)	From a large box pick one of the handout sheets which show how to make different cookies. Tell the other class members the name of the cookie technique. Then explain the techniques on the handout to the class.
Follow the procedures used to prepare cookies (P-GR)	Prepare a drop cookie dough. Portion out one pan of cookie dough using a small scoop. Use a Number 40 dipper to portion dough for another pan of cookies. Look at the size of the cookies and notice how they cook.
	Divide the class into six groups. Each group will prepare one basic type of cookie. Taste the different types of cookies. Which one do you like best? Package and freeze the remaining cookies to be sold later in the teacher's lounge or at a "Sweet Shop" for teachers or students in other vocational classes.
	Make a sugar cookie dough. Divide the dough into three portions. Make one portion into a roll and refrigerate until firm enough to slice, chill the second portion before rolling, and roll the third portion immediately. Which dough is easiest to roll? Which is easiest to shape? Try using the meat slicer to slice the chilled, rolled dough. Which method for shaping sugar cookies do you think is the best technique? Why?
Cite steps used in preparing various milk desserts (C-K)	View a demonstration by an ice cream worker on different ways to make ice cream desserts. Note the following: Watch how the ice cream is garnished. How much ice cream is used? What tools are used to prepare the dessert?

OBJECTIVES

Describe the steps used in preparing milk desserts (C-C)

LEARNING AND EVALUATION EXPERIENCES

Visit a fast food restaurant to look at the ice cream dispenser. Watch as one of the workers uses the machine. The worker will explain different safety rules to follow when using the ice cream dispenser. What are the safety rules you need to follow? What are some sanitation principles you need to follow? Your teacher will discuss these answers with you. Also watch to see if the worker uses any garnishes on the ice cream.

Watch a demonstration by your teacher on preparing different kinds of milk desserts. The kinds of milk desserts include pudding, custards, and ice cream products. Note the following: How are the desserts prepared? Why do you need to stir the desserts while you prepare them? Which ones are and are not cooked? How long does it take to prepare the different desserts? What happens to milk products when they are cooked too long? At what temperature do you cook the milk desserts?

Review portioning unit to identify the proper methods used to serve pudding and milk desserts.

Make a list of different foods that are used on ice creams. Your teacher will help you name some foods and will write the foods on the chalkboard as they are named. Then draw and color pictures of the foods. Cut these different foods out. Then draw an ice cream dish with ice cream on it and place the different foods on it. How many different types of ice cream dishes can you make up? [NOTE TO TEACHER: A variation of this learning experience would be to cut pictures out of a magazine instead of drawing and coloring the food.]

Your teacher will read a pudding or custard recipe to you. After you have heard it, get all the equipment and food needed to prepare the dish. Display the equipment and food and explain the procedure used to make the custard or pudding to your class members.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Produce various milk desserts (P-GR)	Prepare individually baked custards and puddings to serve with meals. Portion the custard correctly. Hold the food for serving at the right temperature.
	Operate a "Sweet Shop" for other vocational classes and prepare banana splits and sundaes to order.
Notice steps used in preparing gelatin desserts (C-K)	Watch as your teacher demonstrates how to prepare different kinds of gelatin desserts. Note the following: different combinations of gelatins that can be combined to make one dish, when fruits are added to the gelatin, which fruit cannot be added to gelatin; use of fruit juice instead of water. Look in a gelatin book and notice the different kinds that are made. [NOTE TO TEACHER: Instant set gelatin will set very quickly. If you use this kind of gelatin, caution students to pour it quickly into molds before it sets.]
Practice preparing gelatin desserts (P-GR)	Prepare parfaits and other whipped gelatin desserts. Include them in the dessert display for a cafeteria service meal.
Identify quality characteristics found in desserts (C-K)	Follow directions and instructions from your teacher to obtain high quality desserts.
	Prepare desserts using scratch and convenience forms. After preparing them fill in a chart which explains their characteristics, your teacher will help you. [NOTE TO TEACHER: Make a chart with the following listed on it: the length of preparation time, cooking time, price, taste, texture, and appearance. Make one column for scratch and one for convenience foods.] After you have prepared all the desserts review the chart. Which type of food had the best qualities? Did all students agree with the chart?
	After you prepare the desserts have a tasting party. Compare the appearance, taste, and texture of all the desserts. Take a vote to decide which desserts have the best quality characteristics.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Improve skills in using proper procedures for preparing quality desserts (P-M)	Each time you prepare a dessert try to do a better job and make a better dessert. Take orders for holiday desserts at Thanksgiving and Christmas. Provide a choice of 2 different kinds in every section: cakes, pies, breads, cookies, pastries. Take orders from parents, teachers, and office personnel for a period of time for their special occasions, such as birthdays and parties. Prepare, decorate and package the desserts. Serve different desserts at school functions, such as basketball and football games. Supply cookies on a contract basis for kindergartens and nursery schools in your community. Take turns decorating small cakes for teachers and principals on their birthdays. Study pictures of desserts to discover different ways to decorate them. Notice the different color combinations.

WORDS TO KNOW
About Desserts
(Teacher Information Sheet)

dessert - a food that is served at the end of a meal.

pastry - sweet baked goods made from a dough.

crust - a dough mixture that can be used as the bottom and top of a pie.

flute - to shape the crust on the edge of a pie.

filling - a mixture of ingredients that is placed on or inside a dessert to add extra flavor.

custard - a mixture of eggs and milk that is baked or cooked over hot water.

meringue - a fluffy mixture of beaten egg whites and sugar which is browned in the oven.

batter - a thin mixture of flour, sugar, eggs, and milk used to make pastries or cakes.

pastry bag (paper cone) - a cone shaped bag that is used to decorate desserts.

layer cake - two or more thin cakes stacked that usually have fillings or frosting between or covering them.

sheet cake - a thin, oblong cake that has only one layer.

frosting (icing) - a creamy sugar mixture that is placed on, around, or in a dessert.

decorating - to make a dessert look pretty.

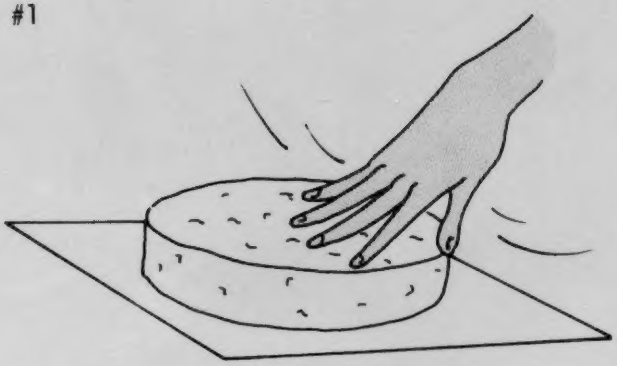
cookie - a sweet food that looks like a very small, thin cake. Cookies can be made in many shapes, colors, and flavors.

pudding - a soft, sweet dessert.

gelatin - a jelly-like food.

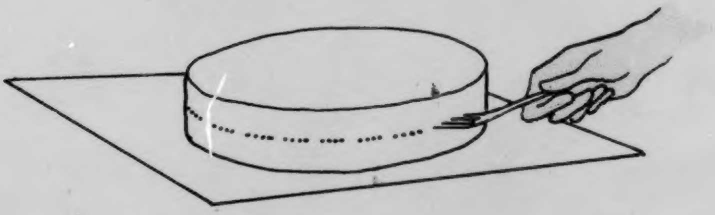
HOW TO USE A STRING TO CUT A CAKE LAYER IN HALF

Step #1



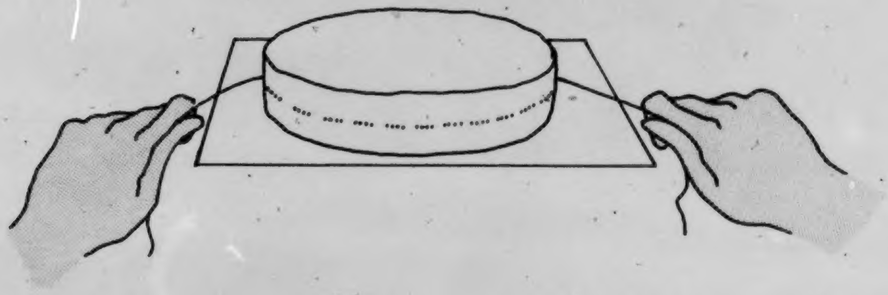
Dust the cake to get rid of extra crumbs.

Step #2



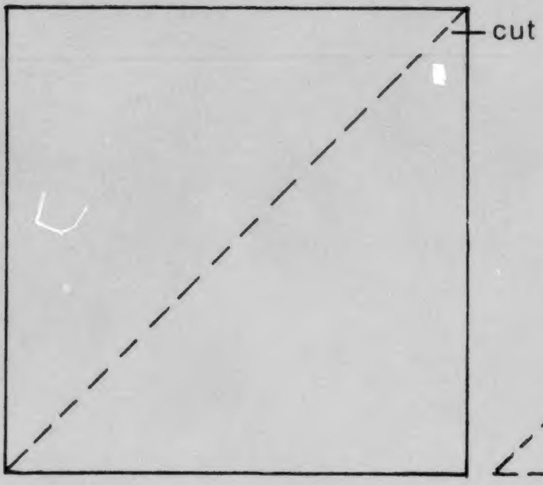
Use a fork to place holes in the side of the cake.

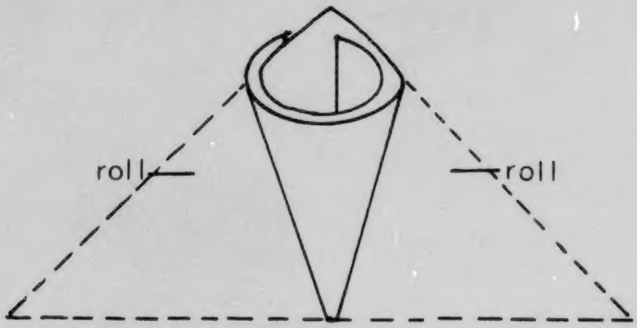
Step #3

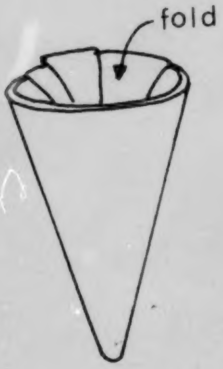


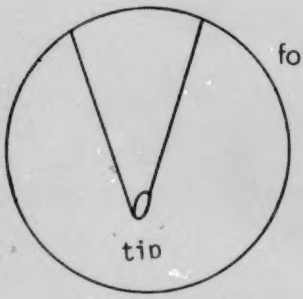
Place the string on the holes and pull the string, sawing it back and forth, across the cake.

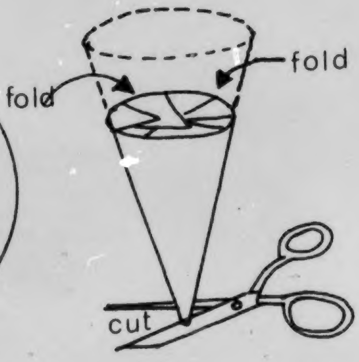
MAKING A PAPER CONE











Directions for making a paper cone:

1. Cut square of wax or parchment paper in half diagonally from corner to corner to form a triangle.
2. Roll the triangle to form a cone.
3. Fold edge of paper into the cone. Fill cone with frosting.
4. Fold over top part to seal cone. Cut a small hole at bottom of cone with scissors. The way the cone is cut determines the design it will make. Cone is ready for use.

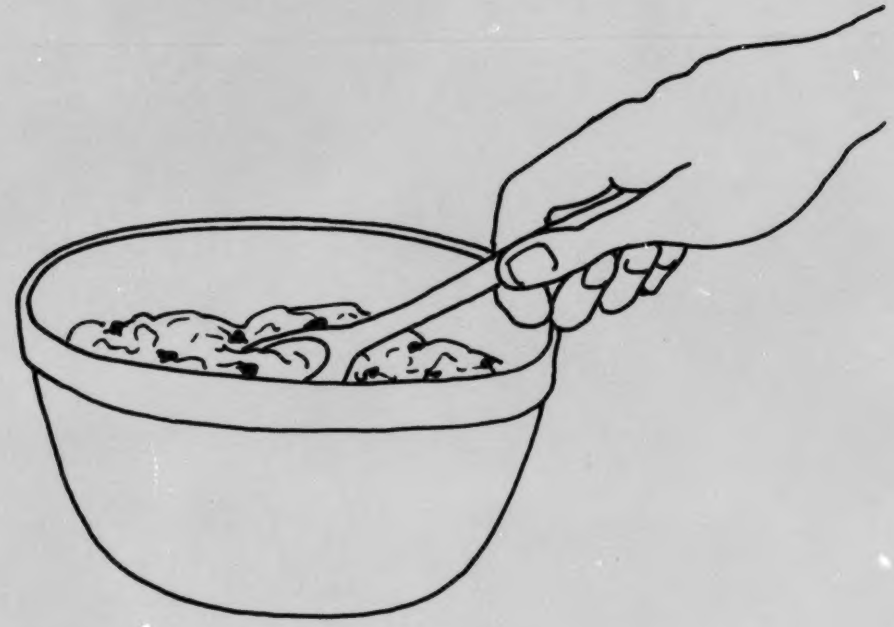
Cone for rosebuds:

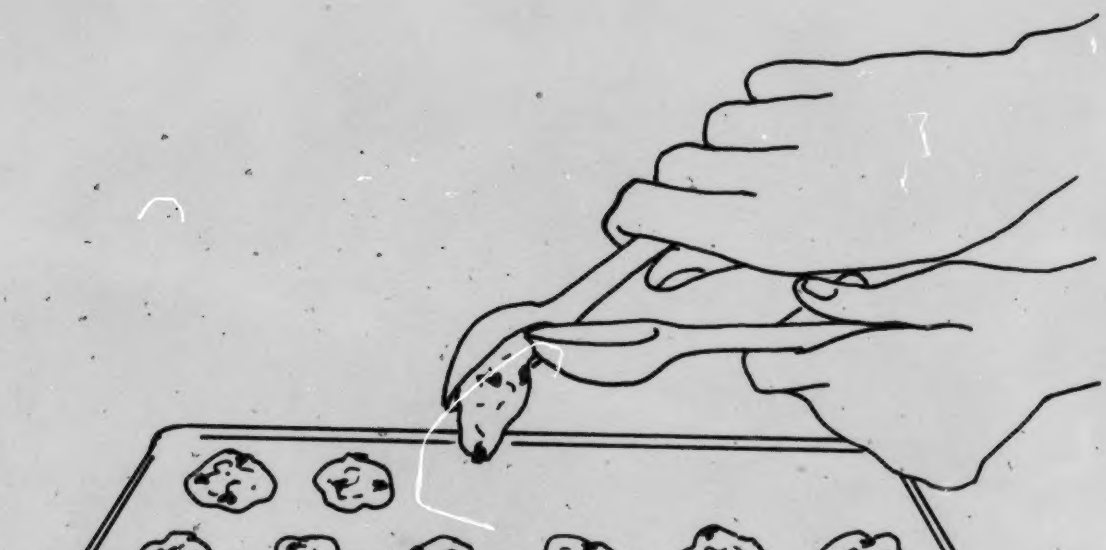
1. Make and fill a paper cone.
2. Cut one side of the point only. Cut 1/2-inch from the center point to the outside of the cone.

Cone for leaf:

1. Make and fill a paper cone.
2. Cut both sides of the cone's point equally. Cut 1/4-inch from the center point to the outside.

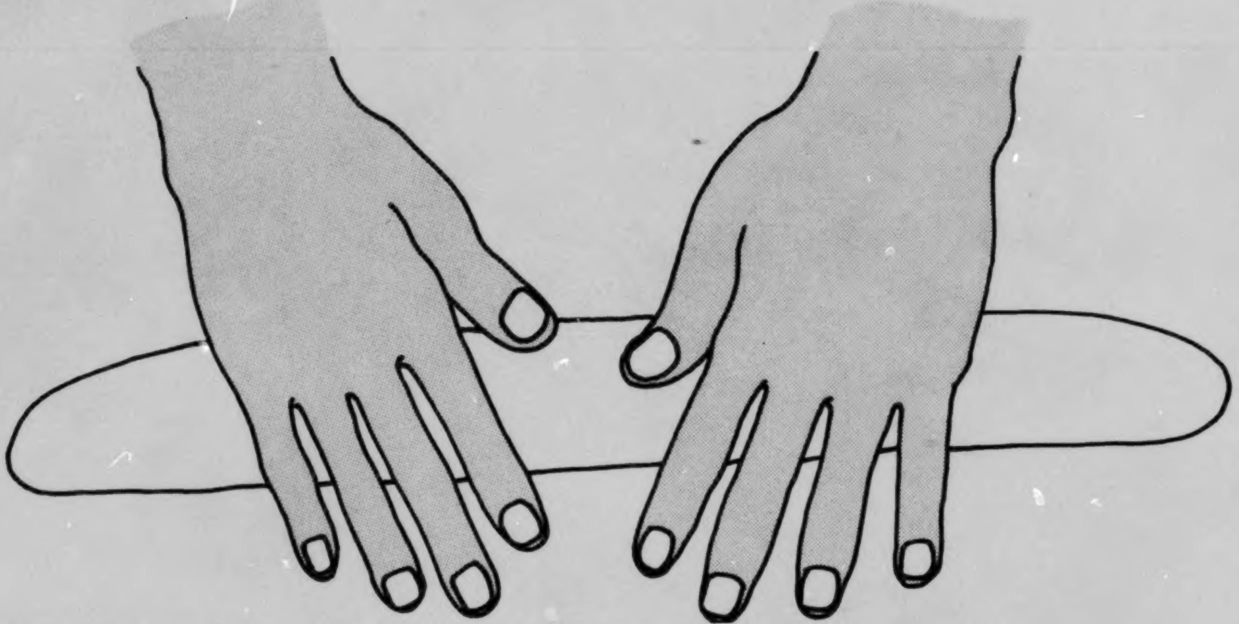
DROP METHOD



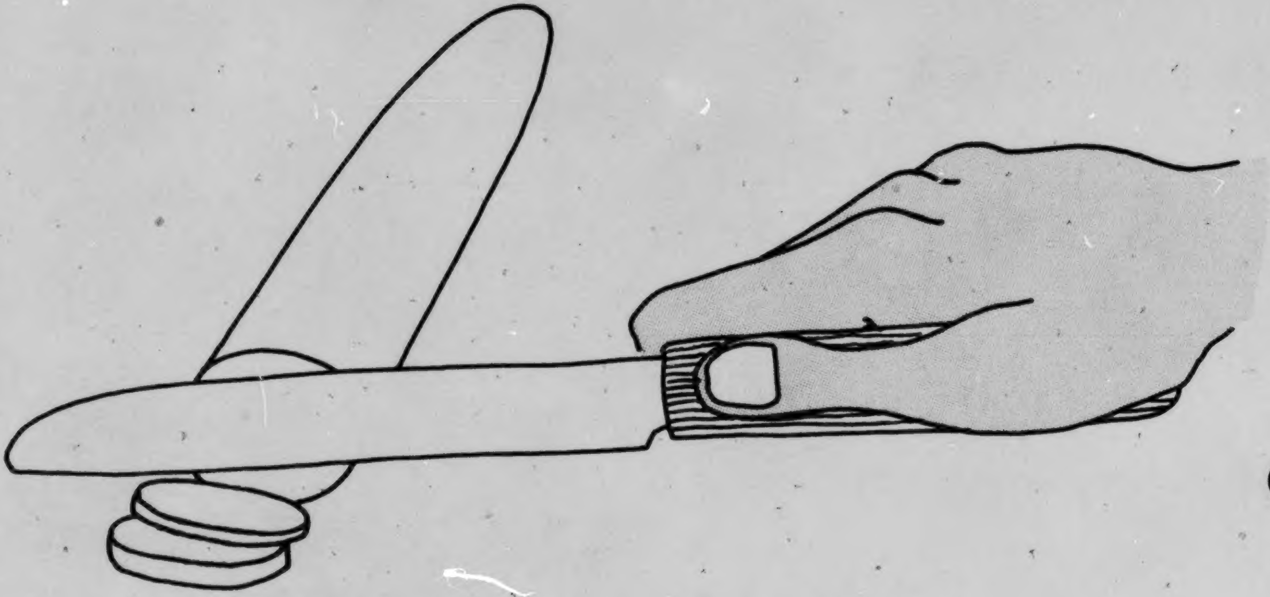


Drop a spoonful of dough on the cookie sheet.

ROLL AND SLICE METHOD

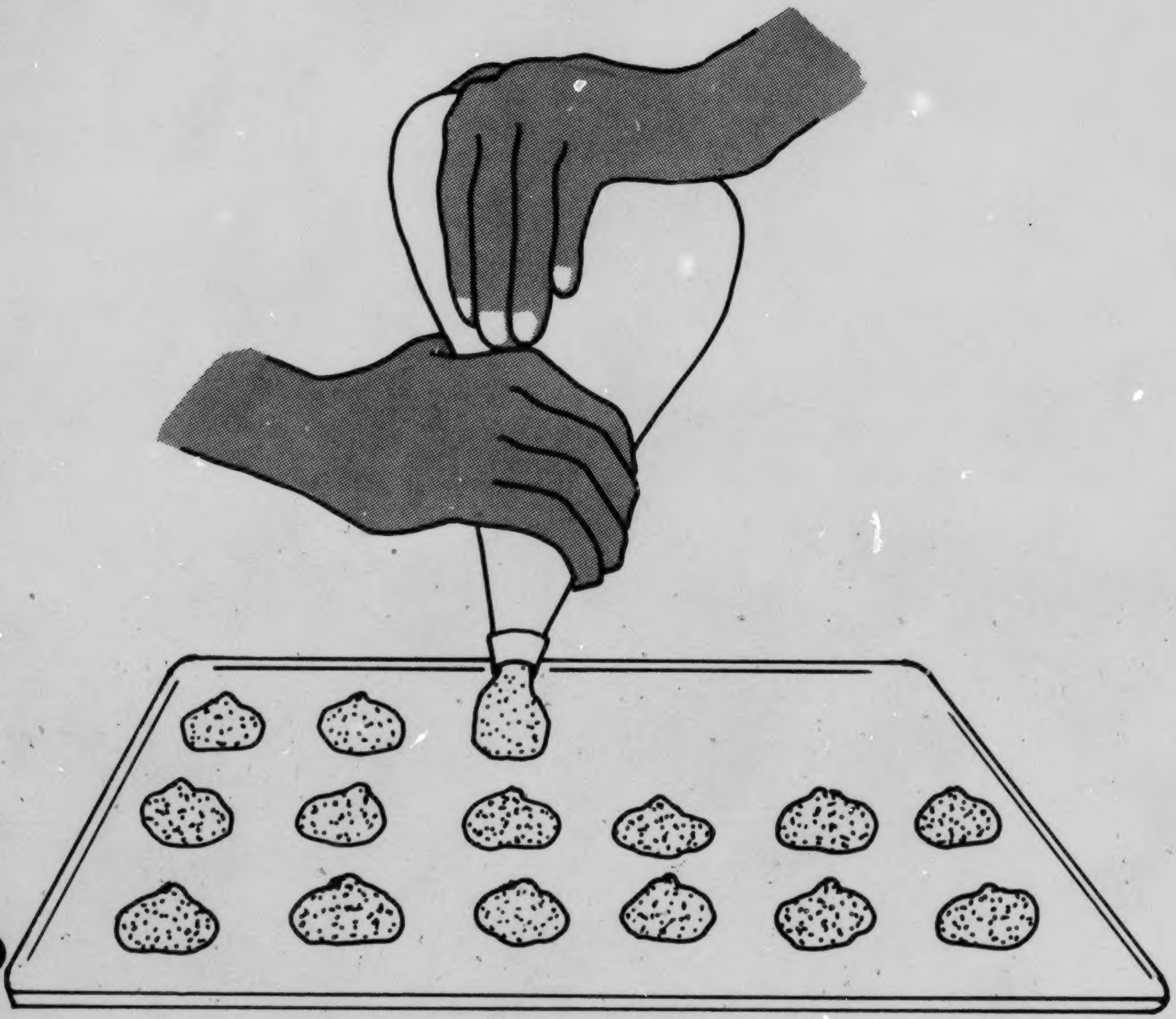


Roll dough out to form the shape of a long roll.



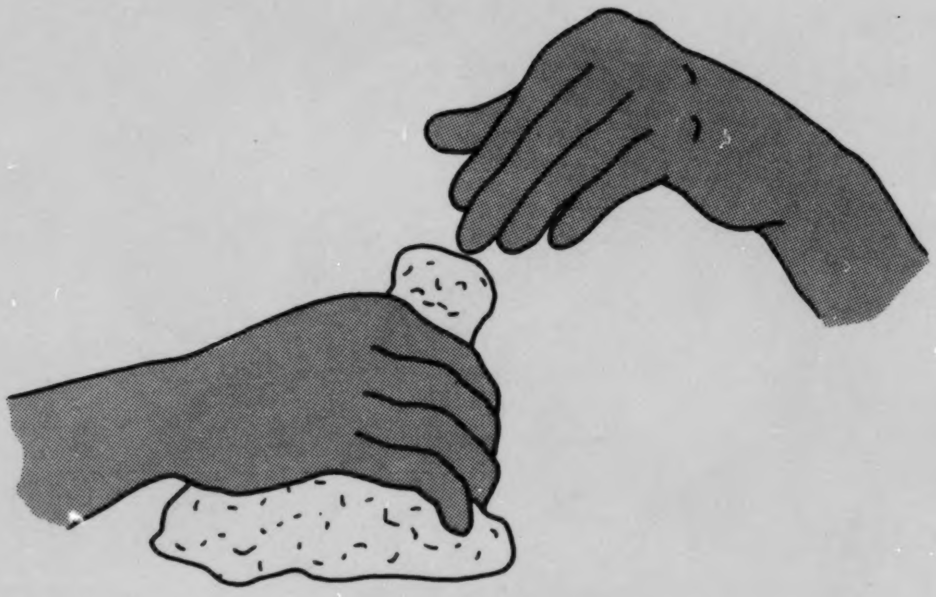
Slice cookie dough into pieces and place on a cookie sheet.

BAGGING OUT METHOD

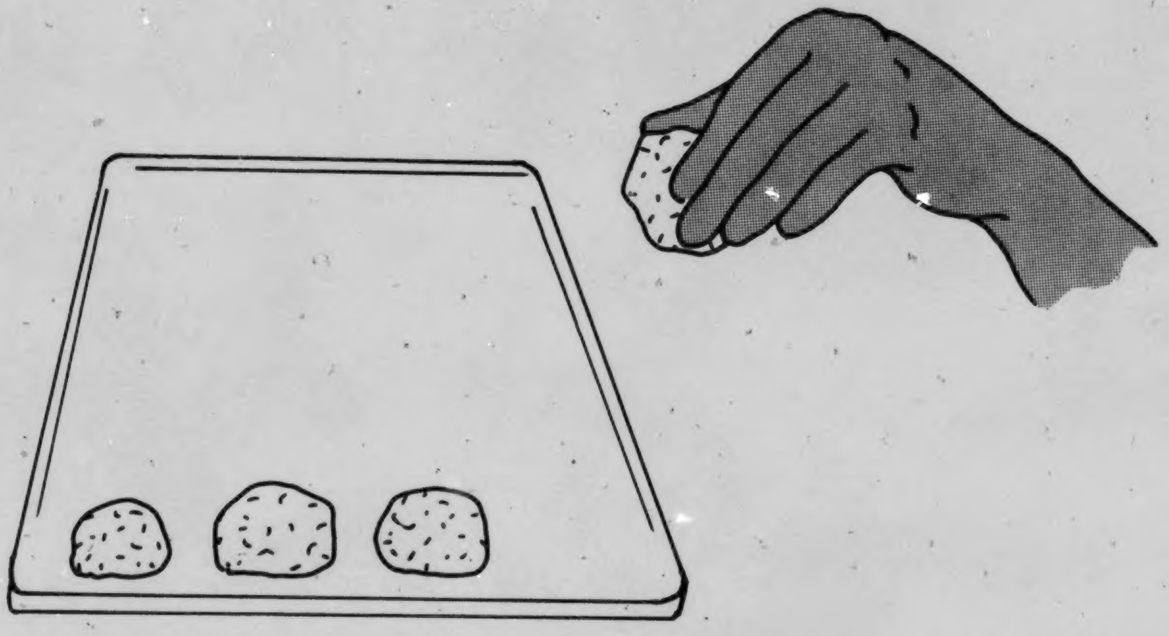


Use a pastry bag that is filled with cookie dough. Squeeze the bag and form little balls of dough on a cookie sheet.

QUICK HAND METHOD



Squeeze the dough with one hand between your thumb and finger. With the other hand pinch the top off.



Form dough into balls and place it on a cookie sheet.

QUANTITY COOKERY

Eggs

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCY: Ability to prepare quality egg dishes.

WORDS TO KNOW:
- egg
- white
- yolk
- shell
- scrambled eggs
- hard boiled eggs
- soft boiled eggs
- omelet
- poached eggs
- fried eggs

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the uses of eggs in meal preparation (C-K)	Observe as your teacher shows pictures of different dishes made with eggs. Examples: a separate dish served at breakfast, lunch, or dinner; desserts and baked products; sauces and dressings; salads; or as a coating agent for baked or fried foods.
Identify the convenience forms of eggs (C-K)	Look at the forms in which eggs are available. Listen as your teacher reads the list. The forms include: (1) fresh, (2) frozen, and (3) dehydrated (dried). Observe a display of the forms in which eggs are available. Which one is the fresh form? Which one is the frozen form? Which one is the dehydrated form? Your teacher will explain the best use for each type of egg. Watch a demonstration on how to prepare each form of egg. Is there any difference in how the eggs were prepared.
Identify egg dishes prepared in food service (C-K)	Find pictures of egg dishes in magazines, cookbooks, and books. Place the pictures on large sheets of butcher paper. Your teacher will help you identify the egg dishes as: (1) fried, (2) scrambled, (3) soft and hard cooked, (4) poached, and (4) omelet.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Look at different egg dishes your teacher has prepared. Can you tell any difference in the egg dishes? Taste the egg dishes. Which is your favorite?
	View pictures of the different types of fried eggs and soft and hard cooked eggs. Place each picture by the egg it depicts. Your teacher will explain the forms of fried eggs, which include: (1) sunny side up, (2) over easy, (3) hard fried, and (4) basted. Your teacher will point out the difference between the fried eggs and the soft and hard cooked eggs.
	[NOTE TO TEACHER: For the following three objectives preparation and cooking techniques may be shown preceding the laboratory in which they will be used.]
Note the steps used in preparing egg dishes (C-K)	Observe a demonstration by your teacher on the steps used to prepare an egg dish. Note the following: How do you break an egg? When do you add extra ingredients to eggs, such as meat, vegetables, or spices? How long do you cook the egg? Do you cook the egg in any type of fat? If so, how much fat? At what temperature should you cook eggs?
Explain the steps used in preparing different egg dishes (C-C)	Each student will illustrate how to break a fresh egg. Discuss why fresh eggs should be broken separately into a dish. Cover the eggs and place them in the refrigerator for future use.
Practice preparing different egg dish (P-GR)	Prepare an egg dish with your teacher's assistance. Explain steps to your teacher as you prepare the dish.
	Take part in an egg cookery lab on a rotation basis. Those in Group 1 will begin with fried eggs; Group 2, scrambled eggs; Group 3, poached; Group 4, omelet; and Group 5, soft or hard cooked. Upon completion of one variety of egg cookery, proceed to the next until everyone in the class learns to prepare all the egg dishes.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Note the quality of eggs (P-P)	Observe the fresh eggs your teacher has placed on the lab table in different bowls. Note the size and color of each egg.
	Listen as your teacher explains the different grades of eggs. AA are the finest quality. Grade A eggs are suitable for table use. Grade B and C should be primarily for baking.
	After preparing eggs, note their taste, color, and aroma. Your teacher will help you rate the quality of each egg or egg dish. [NOTE TO TEACHER: Compare convenience forms also.]
Improve your skills in preparing different kinds of eggs (P-M)	Prepare short order breakfasts for students in other vocational classes.
	Prepare a brunch or luncheon for off-duty teachers or members of the program's advisory council. Prepare egg dishes such as omelets.
	Prepare deviled eggs to be served cafeteria style with salads. Prepare hard cooked eggs for use in salads.

WORDS TO KNOW
About Eggs
(Teacher Information Sheet)

egg - a kind of food. Most of the eggs we eat come from chickens. The hard outside part of an egg is a shell. Inside the egg are two parts called the yolk and the white.

white - the clear part of an egg which turns white when cooked.

yolk - the yellow part of an egg.

shell - the hard, outside part of an egg.

scrambled eggs - eggs that are beaten and cooked in fat.

hard boiled eggs - eggs that are cooked in their shells in boiling water until both the white and yolk are firm.

soft boiled eggs - eggs that are cooked in their shells in boiling water until the white is firm.

omelet - eggs that are beaten, seasoned, and fried in fat until the egg is puffy, then rolled or folded over.

poached eggs - eggs that are cooked in simmering water for 3 to 5 minutes.

fried eggs - whites and yolks cooked without beating on a pan or griddle.

QUANTITY COOKERY

Cheese

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCY: Ability to prepare and cook quality cheese dishes.

WORDS TO KNOW:

- natural cheese
- processed cheese
- cottage cheese
- cream cheese
- cheddar
- parmesan
- mozzarella
- monterey jack
- ricotta
- provolone
- Roquefort or bleu cheese
- Swiss cheese
- souffle
- fondue

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify basic types of cheese (C-K)	Observe a cheese tray of different types of cheese your teacher has prepared for you. Look at the types of cheese. Smell each cheese. Look at the color of each cheese. Feel the texture of each cheese. After noticing the different kinds of cheese, taste each cheese. Do all the types of cheese taste different? Listen as your teacher names each cheese often used in cooking. Repeat the name of each cheese. Point to the right cheese when your teacher names one. Listen as your teacher explains how some of the different cheeses are used. Look at pictures of foods prepared with different types of cheeses.
Identify storage techniques for cheese (C-K)	Observe as your teacher shows you the proper way to store cheese. Then listen to your teacher explain the following: length of storage time for ripened and unripened cheeses; the need for tight wraps around some cheeses; colder temperatures necessary for unripened cheeses than for ripened; and effects of freezing on the flavor of cheese. [NOTE TO TEACHER: Impress upon students that you can still use cheese that has molded by cutting off the molded parts. Decisions of this sort would also have to be cleared with the food service manager.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Look at a poster board or bulletin board which displays the various stages used in proper storage of cheeses.
Describe different techniques for storing cheese (C-C)	Play "Who Can Guess What Happened" in order to learn about storing cheese. Look and smell of cheese that has not been stored correctly. After each person in the class has seen and smelled of the cheese, see who can guess how the cheese was stored incorrectly. Your teacher will be the judge and point out who identified how the cheese was stored incorrectly. [NOTE TO TEACHER: Play the same game and compare cheese that has been stored correctly and incorrectly, see who can guess which cheese was stored correctly.]
Practice procedures used for storing cheese (P-GR)	Store one type of cheese the way you learned in class.
Cite proper techniques for preparing and cooking cheese (C-K)	Watch a demonstration on cheese cookery by a National Dairy Council representative. Note the following: What is the purpose of grating cheese before adding it to other foods? What temperature is used in cheese cookery? Why should recipe directions be followed? Why should overheating and cooking too long be avoided?
	Look at different equipment, such as a cheese grater and food processor, used in preparing cheese. Watch as your teacher demonstrates how to use the equipment to prepare cheese.
	Look at a labeled display of various ways you can prepare different types of cheese. The display will have the utensil used to prepare the cheese, how the cheese looked before it was prepared, and how it looked after it was prepared. An example would be--cheddar cheese like it was bought in the store, a knife or cheese slicer that slices cheese, and the sliced cheese. Place the name of the cheese--Cheddar, and the way it was prepared--Sliced, on the label. [NOTE TO TEACHER: Explain to your students that different cheeses can have been

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	prepared using different techniques. Also tell the students that cheese can be eaten before or after it is cooked.] Listen as your teacher explains the display.
	Look at your handout on "Rules for Cooking with Cheese." (See p. 406.) Watch and listen as your teacher explains rules for cooking with cheese and for preparing a cheese dish.
Explain proper techniques for preparing and cooking cheese (C-C)	Look at large pictures depicting different ways to prepare or cook cheese. After looking at the picture find the equipment that you will use to prepare or cook the cheese. Your teacher will check to see if you have choosen the correct equipment. Then explain the pictures and equipment to the rest of the class. [NOTE TO TEACHER: Take a picture of different cheese preparations or cut the pictures out of magazines. They should be of cheese preparations such as: coarsely grated cheese, finely grated cheese, sliced cheese, cubed cheese, grilled cheese sandwich, cheese fondue, etc.]
Follow proper techniques for preparing and cooking cheese (P-GR)	Have "Cheese Day" in your classroom. Divide the class into four groups. Each group will prepare a different cheese dish. Your teacher will assign different cheese recipes.
Note the quality of cheese in cheese cookery (C-K)	Watch your teacher demonstrate the effects of high temperature and long cooking periods on cheese. Your teacher will prepare a toasted cheese sandwich under high heat; medium-low heat for a long cooking time; and for a short cooking time. Compare the quality of the products.
	As you prepare cheese dishes note the taste, smell, and appearance of the cheese.
	Look back over the handout on "Rules for Cooking with Cheese." Your teacher will point out the quality standards on the handout.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Improve skills in preparing and cooking quality cheese dishes (P-M)	Prepare and serve a cheese queso or cheese balls as refreshments for an advisory council meeting. Prepare some of the following dishes to be served at regularly scheduled luncheons: cheese bisquits, cheese sauce with vegetables, pizza, lasagna, and grilled cheese sandwiches.

WORDS TO KNOW
About Cheese
(Teacher Information Sheet)

natural cheese - cheese made from thickened milk.

processed cheese - cheese made by cooking several natural cheeses together.

cottage cheese - a soft, white bumpy cheese.

cream cheese - a soft, white cheese.

cheddar - a firm, yellow, sharp-flavored cheese.

parmesan - a hard white cheese that is usually grated.

mozzarella - a soft, white cheese used in cooking.

monterey jack - a slightly soft white cheese used in cooking.

ricotta - a smooth, white cheese used in cooking.

provolone - a hard, yellow cheese.

Roquefort or bleu cheese - a creamy, white cheese with blue mold.

Swiss cheese - a hard, white cheese with holes in it.

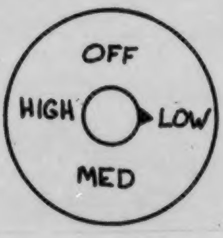
souffle - a light, fluffy, baked custard.

fondue - a hot sauce or oil into which small pieces of food are dipped.

[NOTE TO TEACHER: Being able to identify these cheeses by sight is more important than knowing written definitions.]

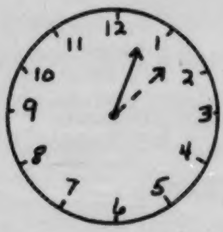
RULES FOR COOKING WITH CHEESE

1) Cook cheese at a low temperature.



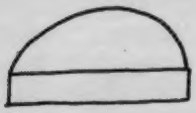
If high heat is used the cheese will become rubbery.

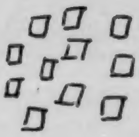
2) Cook cheese for a short period of time.



If cooked too long the cheese will get tough.

3) Cut cheese into small pieces so it will melt fast and combine with other foods easily.





If the cheese is cut into large pieces it will take too long to cook.

QUANTITY COOKERY

Meat

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to identify meats commonly used in food preparation.

Ability to handle and store raw and cooked meats in a safe and sanitary manner.

Ability to cook meat as directed.

WORDS TO KNOW:

- beef
- veal
- pork
- ham
- lamb
- variety meats
- sausage
- cold cuts
- tender
- degree of doneness
- rare
- medium rare
- medium
- medium well
- well done
- meat thermometer
- internal temperature
- time/weight chart
- braise
- simmer or "boil"
- broil
- pan-fry
- saute
- roast

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify meats used in food preparation (C-K)	Name some kinds of meat you like to eat. What animals do these meats come from? Listen as your teacher names other animals we eat. Look at pictures of animals whose meat we eat. [NOTE TO TEACHER: Use meat charts, line drawings, or production pictures, not pictures of pets.] Watch a film or filmstrip showing how meat from animals reaches your table. Visit a supermarket or restaurant to see meats used in food preparation. What is the most expensive item the cook prepares? Why is it important to cook it well? What colors are meat? What are variety meats? Which variety meats have you eaten? What is meat?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Name procedures for handling and storing uncooked meats (C-K)	Observe a demonstration by your teacher on how to handle and store uncooked meats. Should the plastic be left on meats that come wrapped in plastic? What will air do to meat? How should meats be stored if they are kept more than a few days? How long can meats be kept in the freezer? How should frozen meats be thawed? Must meat be thawed before cooking?
Describe correct procedures for handling and storing uncooked meats (C-C)	Listen as your teacher describes tasks which require handling and storing uncooked meats assigned to food service workers. How should meats be prepared for storage in the refrigerator? How should they be prepared for the freezer? How should you thaw meats?
	When your teacher assigns you to handle or store meat, tell your teacher what you should do before you begin.
Practice the correct procedures for handling and storing meat (P-GR)	Repeat the steps your teacher shows you for handling and storing meat step by step until you can do them without help.
Use the correct procedures for handling and storing meat as needed (P-M)	Handle and store meat correctly as needed in the food service laboratory. Ask questions when you are not sure what to do.
Identify the degrees of doneness to which meat can be cooked (C-K)	Look at a display of meat cooked to different degrees of doneness. Listen as your teacher points out the differences between each. Listen as your teacher describes ways the degrees of doneness may be indicated when meat is ready to serve. For example: Red for rare, pink for medium, and white for well done. Name the degrees of doneness used to describe how meat is cooked?
Describe the degrees of doneness of meat (C-C)	Explain in your own words the degree of doneness named by your teacher. Practice until you can describe each one.
Identify ways to tell the doneness of meat (C-K)	Watch and listen as your teacher describes ways to tell how done meat is. When should each method be used? [NOTE TO TEACHER: Demonstrate how to take internal temperature; how to use a time/weight chart, emphasizing using it only as a

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	guide and checking for doneness during cooking; and how to test doneness by feel.]
Attempt to determine doneness of meat using a meat thermometer (P-GR)	Attempt to use a meat thermometer to tell the doneness of meat. [NOTE TO TEACHER: Students who can read may need practice reading the temperature, names of meats, and degrees of doneness given on the thermometer. The thermometer may need to be coded for students who have limited reading skills. A silhouette of a bird could be used for poultry, a sheep for lamb, a calf for veal, a cow for beef, a hog for pork, etc. The color of the silhouette could indicate doneness.]
	Practice using a meat thermometer until you can tell when different kinds of meat are done.
Use a meat thermometer as needed to tell when meat is done (P-M)	Determine whether meat is done using a meat thermometer whenever you are assigned to cook meat in the food service laboratory.
Attempt to use a time/weight chart to estimate the cooking time for meats (P-GR)	Look at a simple time/weight chart for telling about how long to cook meat. Follow along as your teacher explains how to use the chart. Find the weight of the meat. Find the temperature for cooking the meat. Find the cooking time which tells about how long the meat should cook. How can you be sure the meat is done after it has cooked the length of time shown on the chart? [NOTE TO TEACHER: Start with a simple chart like the one on the tag of a turkey. Later, with practice, students may be able to learn to use a cookbook or one you post in the kitchen.]
	Practice using time/weight charts to estimate the cooking time for meats prepared in the food service laboratory. Use the meat thermometer to insure doneness.
Use time/weight charts to estimate the cooking time for meats (P-M)	Use time/weight charts without help to estimate the cooking time for meats prepared in the food service laboratory. Check for correct degree of doneness using a meat thermometer.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice testing the doneness of meat by feel (P-GR)	Watch as your teacher shows how to test the doneness of small pieces of meat by feel. Feel of pieces of meat which are well done, medium, and rare. Notice how each feels. Which piece feels the firmest? Which piece feels the softest? Attempt to determine the doneness of small pieces of meat prepared in the food service laboratory by feel. Practice until you can accurately tell the doneness of small pieces of meat.
Test the doneness of meat by feel with accuracy (P-M)	Use the feel method for testing the doneness of small pieces of meat prepared in the food service laboratory as needed with accuracy and without help.
Name the methods used to cook meat (C-K)	Observe demonstrations by your teacher on cooking meat by different methods: The moist heat methods of braising, and simmering or "boiling," and the dry heat methods of broiling, pan-frying and sauteing, and roasting. Taste meat prepared by each method.
Explain that all meat cannot be cooked the same way (C-C)	Taste tender and less tender cuts of meat cooked by dry and moist heat methods. Do any of the pieces of meat taste dry? Listen as your teacher explains why it is important to cook meat as directed.
Describe the procedures for cooking meat by each common method (C-C)	Play a rummy game to practice matching cards naming and picturing methods for cooking meat with "dry heat method" and "moist heat method." Each time a correct match is made, the player must explain how to prepare meat by the method on the card. The following questions may help to prompt resonses: Where is the meat cooked? What kind of container, if any, is it put in? Is liquid added? Is it cooked covered or uncovered? How can you tell when it is done? Should the meat be turned while it is cooking?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Follow directions for cooking meat (P-GR)	As your teacher tells and shows you how to cook meat by one method, attempt each step as directed. Repeat this experience using other methods until you have tried all the common methods for cooking meat.
Cook meat by the method directed without help (P-M)	When you have gained skill in cooking meat with your teacher's help, do it without help as directed whenever that is your assigned task.
	Show a classmate how to cook meat using a method you have mastered. Talk about what you are doing. Show your classmate how to do each step. Point out things to remember which insure a good product.
Describe procedures for handling and storing cooked meats (C-C)	Listen as your teacher explains how to handle and store cooked meats. If possible, meats should be served as soon as they are cooked. Why? How should meats which will not be served right away be handled? Why should the meat be cooled before being put in the cooler or freezer? How should cooked meats be prepared for the cooler or freezer?

WORDS TO KNOW
About Meats
(Teacher Information Sheet)

beef - meat from cattle.

veal - meat from calves.

pork - meat from hogs.

ham - cured meat from hogs.

lamb - meat from young sheep.

variety meats - organs of animals or mixtures of meats. Liver, kidneys, heart, tongue, and sweetbreads are organs of animals which people eat. Sausage and cold cuts are meat mixtures people eat.

sausage - finely chopped and seasoned meat. It is usually made from pork.

cold cuts - slices of cold meats. Bologna and salami are cold cuts.

tender - easy to chew or cut.

degree of doneness - how cooked the food is.

rare - cool and red in the center

medium rare - a little warm in the center. Deep pink or pale red in the center.

medium - warm and pink in the center.

medium well - a little hot and a little pink in the center.

well done - fully cooked. Hot in the center with no pink but still moist.

meat thermometer - a device used to tell how hot meat is inside.

internal temperature - inside temperature of meat.

time/weight chart - chart which shows the temperature and time for cooking meat that weighs a certain amount.

braise - cook covered in a small amount of liquid.

simmer or "boil" - cook in liquid at low heat for a long time. Meat cooked in liquid may be called boiled, but the liquid should not really be allowed to boil.

broil - cook in a broiler or on a grill.

pan-fry - cook in fat in a pan.

saute - partly cook in a little hot fat.

roast - cook in the oven.

[NOTE TO TEACHER: It is more important for the students to recognize these types of meat and characteristics than to memorize written definitions.]

QUANTITY COOKERY

Poultry

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to identify the poultry needed for a recipe.

Ability to handle and store poultry properly.

Ability to tell when poultry is done.

Ability to cook poultry by various methods.

Ability to identify the parts of a bird which are light or dark meat.

WORDS TO KNOW:

- poultry
- salmonella
- thaw
- roast
- poach
- pan-fry
- deep-fry
- broil
- stew
- broast
- truss
- parts of poultry
- giblets

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the poultry commonly used in food service (C-K)	Brainstorm to see what you already know about poultry. Use the following questions as a guide? What kinds of birds can you eat? Which of these are raised for food? How have the birds you have eaten been cooked? How many ways have you seen birds sold in the supermarket? Observe a display of poultry which might be used in food service in your classroom or at a food service facility. Listen as your teacher describes the common features of poultry. Play "Poultry Facts." Sit in a circle to cite facts you have learned about poultry. Each person should give a different fact about poultry in turn moving clockwise around the circle. If a class member repeats a fact or cannot give a fact about poultry, he or she must leave the circle.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Practice finding poultry in the refrigerator, freezer, or pantry. When your teacher names a type of poultry, find it as quickly as possible.
Cite key points in handling and storing poultry (C-K)	Observe a demonstration by your teacher on handling and storing poultry. Afterward, state the key points brought out in the demonstration by answering the following questions: Why should fresh poultry be kept only a short time? How soon should fresh poultry be used after it is received? Why should poultry not be thawed by soaking it in water or by letting it set at room temperature? Is it all right to thaw poultry under cold running water? Is it all right to thaw poultry in a microwave oven? What is the best way to thaw a frozen bird? How long does it take for large birds such as turkeys to thaw in the cooler? Should frozen poultry always be thawed before cooking? Should it ever be refrozen? How long can cooked poultry be kept in the refrigerator? In the freezer?
Explain key points in handling and storing poultry (C-K)	Pretend you have been asked to explain how to handle and store poultry to a new employee. Role play to show what you would say.
Apply rules for handling and storing poultry (C-Ap)	Follow the rules for handling and storing poultry when you are assigned to work with it in the food service laboratory. Ask questions when you are not sure what to do.
Cite indications of doneness in poultry (C-K)	Observe as your teacher points out indicators of doneness in poultry. Which of these ways to tell doneness is the safest and most accurate? Which common method for testing doneness of a roasted bird is not recommended? [NOTE TO TEACHER: The thermometer is the safest and most accurate method for testing doneness in poultry. Sticking a meat fork into the bird's breast then feeling the tips of the fork for warmth is not recommended because it is not accurate and causes loss of moisture. Wiggling the leg joint is also not as accurate or as desirable.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Name ways to cook poultry (C-K)	Discuss ways poultry is cooked. How many ways did you name? Listen as your teacher explains and shows pictures of other ways to cook poultry. [NOTE TO TEACHER: The most common methods of cooking poultry are roasting, poaching, pan-frying, deep-frying, broiling, broasting, and stewing.]
Describe procedures for cooking poultry by different methods (C-C)	Watch demonstrations by your teacher on different methods of cooking poultry. Answer questions regarding the key points shown following each demonstration. [NOTE TO TEACHER: See pp. 419-420 for important points to bring out for each method for cooking poultry.]
Attempt procedures for cooking poultry by different methods (P-GR)	Observe and do what your teacher does step by step in cooking poultry by one method. Practice cooking poultry using one method until you can do it without help. Ask questions when you do not understand what to do.
Use the correct procedures for cooking poultry as directed (P-M)	Cook poultry using the correct procedures when directed to do so in the food service laboratory. Follow a recipe or instructions from your teacher. If you have questions, check points on which you are unsure before proceeding.
Name the parts of a bird with light and dark meat (C-K)	View a transparency of a bird showing the parts that are light meat and the parts that are dark meat. Identify the parts of a bird on a whole bird, on a bird that has been cut into pieces. Practice until you can name each part by sight. Tell whether each part is light meat or dark meat. Play a game in which half of the class pretends to be customers, the other half, cafeteria tray line workers. The "cafeteria worker" should ask, "Would you prefer light or dark meat?" The "customer" should reply either "light meat," "dark meat," or name a specific part of a bird. The "cafeteria worker" should then reply, "This ____________

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	looks very good. I'll give you a piece of it." Coninue with requests until the whole bird has been served. [NOTE TO TEACHER: Use one fried chicken.]
State rules for safely heating and holding poultry (C-K)	Listen as your teacher explains the rules for safely heating and holding poultry. How well done should poultry be cooked to be safe? Why are stuffed large turkeys not considered safe? How should giblet gravy be stored? How should leftover whole turkey be stored? How long can leftover cooked poultry be stored? What are signs that poultry has spoiled?

WORDS TO KNOW
About Poultry
(Teacher Information Sheet)

poultry - meat that comes from birds such as chicken, cornish hen, duck, goose, guinea hen, squab, and turkey.

salmonella - germs that can be in poultry and cause people to get sick.

thaw - to place food in a warmer temperature than a freezer.

roast - cook in the oven.

poach - cook in a flavored liquid.

pan-fry - cook in fat in a pan.

deep-fry - fry in deep fat.

broil - cook quickly by direct heat at high temperature.

stew - cook in simmering liquid.

broast - cook under pressure.

truss - to tie together chicken or turkey legs before the bird is cooked.

parts of poultry - pieces that poultry is cut into before serving. The most common pieces of poultry are: wings, legs or drumsticks, thighs, wishbones or pulley bones, breasts, backs, and necks. [NOTE TO TEACHER: It is important that students recognize each of these poultry parts.]

giblets - heart, liver, and gizzard of poultry.

METHODS OF COOKING POULTRY
(Teacher Information Sheet)

Method	Steps
Roasting	1. Oil the skin of the bird. This will make the roasted bird look golden brown. It will also keep the skin from cracking and blistering. It will help to keep the flesh moist. 2. Put seasoning inside the bird. 3. Tie the legs and wings neatly to the body. This is called trussing. 4. Place the bird in the oven to cook at the temperature directed. The temperature may vary with the size bird and the kitchen schedule. 5. Test the bird for doneness after it has roasted the length of time needed for its size. Stick a meat thermometer into the breast of the bird to check doneness. The temperature should be 185°-195°F. or 85°-91°C. 6. Let the bird rest a short time before carving. 20-30 minutes is enough for a large bird. 7. Smoking, barbequing, and spit-roasting are special methods of roasting poultry.
Poaching	1. Sprinkle seasoning on the inside of the part. 2. Tuck the edges under to make a compact piece. 3. Place pieces close together in a buttered pan. 4. Add flavor builders. 5. Cover with cold stock and wine. 6. Bring to a simmer and poach until done. 7. Cool quickly in the poaching liquid by surrounding the pot with cold running water.
Pan-frying	1. Sprinkle seasonings on the bird. 2. Dredge the bird. 3. Cook both sides to a golden brown in hot fat. Use tongs for turning. 4. Test for doneness by feel. 5. Large pieces of poultry can be browned in the pan and then placed in an oven to cook through.
Deep-frying	1. Bread pieces or crouquettes. 2. Fry in hot oil 325°-350°F. (163°-177°C.) until done. 3. Larger pieces can be finished in the oven.
Broiling	1. Season. 2. Coat the surface with fat. Fat prevents surface from drying. It also adds flavor. 3. Broil slowly at a low to moderate temperature. 4. When half done turn with tongs and cook the other side. Sticking with a fork lets juices escape.

Method	Steps
Stewing	1. Sprinkle pieces with seasonings. 2. Coat with flour. 3. Place pieces in pan so that liquid will cover. 4. Cook over low heat in 1/4 inch of fat until lightly browned. 5. Add stock and heat to a simmer. 6. Add other ingredients in order of cooking time. 7. When all ingredients are done, pour liquid into another pan and thicken slightly. 8. Adjust seasoning to taste and serve.

QUANTITY COOKERY

Seafood

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to identify the forms of fish available.

Ability to handle and store fish in a safe and sanitary manner.

Ability to cook fish as directed.

WORDS TO KNOW:

seafood
fish
shellfish
fresh fish
frozen fish
smoked
cured
dehydrated fish
canned fish
swollen can
damaged can
broil
bake
deep-fry
poach
pan-fry
"boil"
steam
flat fish
round fish
fin
lobster
shrimp
oyster
clam
scallop
whole
drawn
pan-dressed
steak
fillet or filet

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Name common types of fish (C-K)	Brainstorm to identify some kinds of fish you have eaten. Do you know how the fish was cooked?
Identify the forms of fish used in food preparation (C-K)	Observe a display of the kinds of fish used in food preparation including fresh, frozen, smoke, cured, dehydrated, and canned. Name the forms of fish available.
Identify the market forms of fresh fish (C-K)	View transparencies showing the forms of fresh fish sold. Practice naming these forms of fish. (See p. 426.) From a display of fresh fish point to each form as it is named. Practice until you can name each form available.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe procedures for handling and storing fish (C-C)	As you study each kind of fish available, watch as your teacher shows you how to handle and store the fish. [NOTE TO TEACHER: See p. 427 for points to include regarding each form of fish.] What checks should be made when the fish is delivered or before use? Where should each form of fish be stored? How should fresh fish be prepared for storage? How should frozen fish be prepared for storage? How long can fish be stored in the refrigerator if it is fresh? If it is frozen? Should small pieces of fish be thawed before cooking? Why?
Summarize sanitation rules for working with raw fish (C-C)	Listen as your teacher explains the special care which must be taken when working with raw fish. What rules should be followed when working with raw fish? Why is such care necessary? [NOTE TO TEACHER: Teach students to always cut on a clean surface, use clean knives, and clean everything thoroughly after cutting fish and before the equipment and surface are used for any other food product; to work quickly; and to keep the fish cold. Such care is necessary because fish is easily contaminated, spoils quickly, and can contaminate equipment and surfaces as well as leave a fishy taste and smell.]
Practice handling and storing fish using proper techniques (P-GR)	When fish is delivered, stored, or thawed in the food service lab, practice using the correct steps for handling and storing that form. Review the appropriate points to remember with your teacher before proceeding.
Use the proper techniques for handling and storing fish (P-M)	When your teacher gives you the responsibility for checking fish delivered to the lab, storing it, or thawing it, follow the correct procedures without help.
Name the methods used to cook fish (C-K)	Observe demonstrations by your teacher on cooking fish by different methods: broiling, baking, deep frying, poaching, pan-frying, steaming, and "boiling" (shellfish). Taste fish prepared by each method. [NOTE TO TEACHER: Demonstrate only one method at a time. When students master one method introduce another one.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	View slides of fish prepared by different cooking methods. Try to name the method shown in each series of slides. [NOTE TO TEACHER: Have aide or co-worker take slides of your demonstrations of the methods of fish cookery.]
Explain that all fish cannot be cooked the same way (C-C)	Taste four samples of fish cooked different ways. Which ones taste best? Why? Listen as your teacher explains the importance of following directions when cooking fish. [NOTE TO TEACHER: Fat fish cook best by dry-heat methods of broiling and baking. Lean fish cook better by moist-heat methods, such as poaching and steaming, or by quick-cooking methods of pan-frying and deep-frying.]
Describe the procedures for cooking fish by each common method (C-C)	Play a rhythm game to practice describing ways to cook fish. Sit in a circle. Clap your hands in a rhythm. Your teacher will name a method of fish cookery. Choose one person to be "it." The person who is "it" should point to another person in the circle. If the person can make a statement related to the method of fish cookery, "it" must choose someone else. If the person cannot tell something about the method, she/he becomes "it." Continue until important points are covered.
Follow your teacher's directions for cooking fish (P-GR)	As your teacher tells and shows you how to cook fish one way, attempt each step as directed. Repeat this experience using other methods until you have tried all the common methods for cooking fish. [NOTE TO TEACHER: Do this experience on serving day.]
Cook fish by the method directed without help (P-M)	Cook fish without your teacher's help, after you gain skill. Show a classmate how to cook fish. Talk about what you are doing. Show your classmates how to do each step. Point out things to remember which insure a good product. [NOTE TO TEACHER: The handout on pp. 428-429 provides a simple list of the steps in preparing fish by each common method.]

WORDS TO KNOW
About Seafood
(Teacher Information Sheet)

seafood - food from the sea.

fish - ordinary fish which swim in fresh or salt water by moving their tails.

shellfish - fish which live inside a pair of shells, underneath a single shell, or inside a shell-like suit of armor.

fresh fish - fish delivered within 24 hours after it is caught.

frozen fish - fish delivered very cold and hard.

smoked and cured fish - fish products which have been smoked or salt-cured or both. Or they may have been dried, pickled, or treated in some other way to improve their taste and make them last longer.

dehydrated fish - dried fish.

canned fish - fish which comes in a can.

swollen can - a can with a bulge which means the contents may be spoiled.

damaged can - bent or dented can which may have air leaks that allow the contents to spoil.

broil - cook quickly by direct heat at high temperature.

bake - cook by dry heat in an oven.

deep-fry - fry in deep fat.

poach - cook in a flavored liquid.

pan-fry - fry in oil or butter 1/4 inch deep.

"boil" - cook in hot liquid.

steam - cook with steam in a covered pan.

flat fish - a fish that is flat like sole or flounder.

round fish - fish that is round like trout or salmon.

fin - a thin extension from the body of a fish used in swimming.

lobster - large shellfish with a jointed outershell.

shrimp - small shellfish with a jointed outershell.

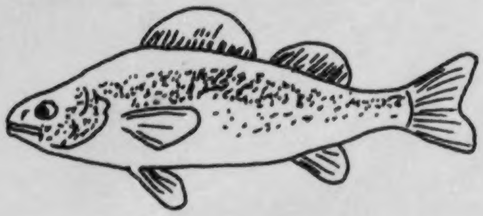
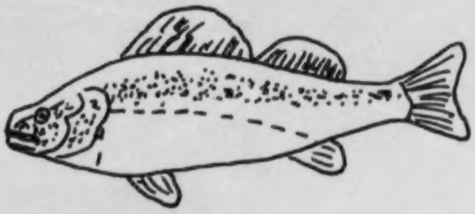
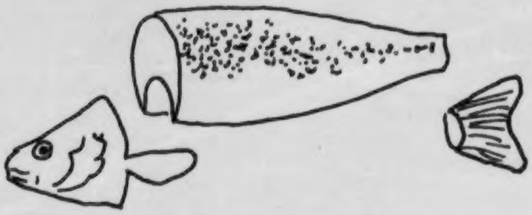
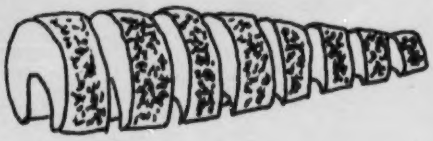
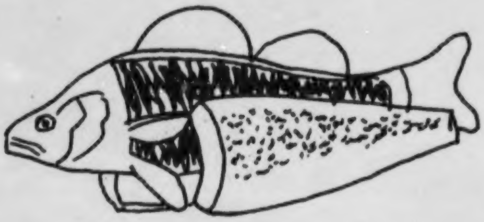
oyster - a soft gray shellfish which lives inside a pair of shells.

clam - a shellfish which lives inside a pair of shells.

scallop - a shellfish which lives inside a pair of shells.

[NOTE TO TEACHER: It is more important for the students to recognize these types of fish and shellfish and characteristics than to memorize written definitions.]

WAYS FRESH FISH COMES TO THE KITCHEN

Form	Description	Appearance
Whole	Fish are simply caught, iced, and delivered.	
Drawn	Fish are gutted, iced, and delivered.	
Pan-dressed	Fish are gutted, scales and skin removed. Heads, tails, fins, and bones may be removed, too.	
Steak	Slices are cut across the body of a large pan-dressed fish.	
Fillet or filet (fil-lay')	The sides of a fish are removed from the bone.	

POINTS TO REMEMBER IN HANDLING AND STORING FISH
(Teacher Information Sheet)

Canned Fish

1. Check when received and before use to make sure cans are not swollen or damaged. Notify your supervisor if any bad cans are found.
2. Store in dry storage.
3. Keep opened canned fish no longer than 2 or 3 days in the refrigerator. Store in a glass or plastic container. Cover the container tightly so the fish will not dry out. The cover will also keep the smell of fish from reaching other foods in the refrigerator.

Frozen Fish

1. Check as soon as received to be sure the fish are frozen hard.
2. Wrap well to prevent freezer burn. Place in freezer as soon as delivered. Store at 0° F (-18°C) or below.
3. Never refreeze thawed fish.
4. Thaw fish in refrigerator. This means frozen fish should be moved to the refrigerator the day before use. Never thaw fish in water.
5. Small pieces of frozen fish can be cooked without thawing.

Fresh Fish

1. Check fish for freshness. Flesh should feel firm to the touch. Fish should have a pleasant, sweet smell. It should not have a strong fishy or amonia odor.
2. Always store on shaved or crushed ice in the refrigerator. Place fish in drip pans (pans with holes). Do not let fish stand in water as the ice melts. Change ice daily. Discard the water. Cover tightly.
3. Do not store longer than 2 or 3 days. Ask your supervisor what to do if fresh fish has not been used in 3 days.

Smoked and Cured Fish

1. Come in 3 forms: canned, frozen, and unfrozen.
2. Store canned fish in dry storage.
3. Store frozen fish in freezer.
4. Store unfrozen, smoked or cured fish in the refrigerator. Do not store longer than 1 week.

Canned Shellfish

1. Store like any other canned fish.

Frozen Shellfish

1. May be raw or cooked. May come with or without shell.
2. Store in freezer at 0° F (-18°C).
3. Thaw frozen cooked shellfish in the refrigerator. Serve immediately. These products dry out rapidly if allowed to stand.
4. If possible, cook frozen raw shellfish without thawing.

Fresh Shellfish

1. Should be alive when delivered.
2. Store live as directed.

COMMON METHODS OF FISH COOKERY
(Teacher Information Sheet)

Method	Steps
Broiling	1. Use small fish steaks or fillets. 2. Season before broiling with salt, pepper, and lemon. 3. Coat lean fish with fat before cooking. Coat fat fish, if you wish. 4. Place fish on a greased pan. Put fillets skin side down. The skin side is darker than the other side. 5. Broil on one side only. Sometimes you may be told to broil both sides. 6. Cook only until done. Fish is done when the flesh turns color and looks solid. The flesh should spring back when you touch it. It should be flaky. HINT: Watch fish closely when broiling it. It cooks so fast it will dry out before you know it.
Baking	1. Use fat fish. Fish may be whole or in large pieces. 2. Season before baking. Use salt, pepper, and lemon. If the fish has skin on, season the inside of the fish. 3. Bake fish in a moderate oven (350°F. or 177°C.) until done. The signs of doneness are the same as for broiling.
Deep-frying	1. Use small lean fish or portions. Use shrimp, scallops, clams, oysters, fish sticks, fillets, portion-size pieces of large lean fish. 2. Season with salt, pepper, and lemon. 3. Bread or batter. 4. Deep-fry at 350°F. or 177°C. until golden brown. 5. Serve at once.
Poaching	1. Use lean or fat fish. 2. Coat bottom of pan with butter or margarine. 3. Season fish lightly. 4. Place in pan. 5. Cover with liquid as directed, if the fish will be served hot, the liquid may be fish stock with spices and white wine. If the fish will be served cold, the liquid will be more acid and have a stronger flavor. 6. Bring the liquid to the boiling point. Reduce to a low simmer and poach until done. Stick a meat thermometer in the thickest part to test doneness. 7. If the fish is to be served hot, remove fillets from liquid. Complete the sauce as directed. Coat fillets with hot sauce and serve at once. 8. If the fish is to be served cold, add ice to the liquid to stop the cooking. Cool the fish quickly in the liquid.

Method	Steps
Pan-frying	1. Season fish with salt, pepper, and lemon. 2. Flour or bread fish. 3. Pan-fry in butter over low heat. Cook both sides of fish until golden brown. Be careful not to overbrown butter. 4. Remove fish from pan.
"Boiling" Shellfish	1. Add seasoning to liquid. 2. Bring to a boil. Reduce heat and simmer a few minutes. 3. Add shellfish. Bring back to boiling point but do not boil. 4. When shellfish is done, remove from hot liquid. Do not overcook! 5. Plunge shellfish into ice water if they are to be served cold. Serve at once if they are to be served hot.
Steaming Shellfish	1. Season shellfish, as directed. Coat with melted butter. 2. Place in a pan with a small amount of water. 3. Cover. Steam until done. Cooking only takes a few minutes. Lobster is done when the flesh is firm and looks solid. Clam shells open when clams are done. 4. Serve at once. Serve lobster with lemon and melted butter. Serve clams with a cup of the rich broth made by cooking them. Do not season clams.
Other methods of cooking shellfish	1. Shellfish can also be cooked by broiling and baking. 2. Use plenty of butter to prevent drying. 3. Cook quickly.

QUANTITY COOKERY

Cereals and Pasta

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to prepare quality cereal.

Ability to prepare quality pasta.

WORDS TO KNOW:

cereal
pasta
noodles
macaroni
spaghetti
overcooked
undercooked

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify different cereals and pastas prepared in commercial food establishments (C-K)	Study a display of popular cooked cereals and pasta products. How many can you name? Listen as your teacher names the varieties of cereals and pastas and explains how they are used. Which are cereals? Which must be cooked? Which are ready-to-eat? Which are pastas? Which are noodles? macaroni? spaghetti? Visit a local grocery store and note the variety of cereal and pasta available. How many of these do you remember seeing in your classroom? How many of these do you have at home? Which have you eaten?
Note the steps in preparing cereal (C-K)	Study a flip chart which lists the following basic points in cereal cookery: Use a heavy pot, steam kettle, or compartment steamer. Pour measured cereal into boiling water. Stir for a short time to prevent lumping. Follow directions on the package for the amount of water and cereal and the cooking time. Cook in as small amounts as possible. Remove rice from heat when done to keep it from becoming gummy.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Look at the labels on cereal boxes and note if the cereal is quick cooking or instant. Also find on the box the method of preparing the cereal. Your teacher will read the method to you.
	Observe as your teacher demonstrates the proper techniques for preparing cereals. Are all cereals cooked the same?
Explain steps in preparing cereals (C-C)	Select a cereal box from a sack which contains several kinds of cereals. Read the instructions for preparing the cereal to the class members. [NOTE TO TEACHER: If the student cannot read the instructions, read them aloud.] Then choose the equipment you would use to prepare the cereal and explain to the class how you would cook it. Class members and your teacher will tell you if you chose the right equipment and way to cook the cereal.
Apply proper techniques in cereal cookery (C-Ap)	Take part in a cereal lab. Divide the class into three groups. One group will prepare an instant cereal. The second group will prepare a quick cooking cereal. The third group will cook a regular cereal. After everyone has finished preparing their cereal, first note the difference in the cereals. Then everyone will taste the different types of cereals.
Illustrate the varieties of pastas available (C-C)	Make a display of pasta "people" and label them. Examples include: Macaroni Mary, Spaghetti Betty, and Noodle Norman.
Cite steps used to cook pasta (C-K)	Observe a chef in an Italian restaurant preparing pasta to serve to customers; or observe a demonstration by your teacher in class. Note the following: What is added to the water to prevent clumping of pasta? Why is pasta started in boiling water? How can you tell when various types of pasta are done? What utensil is used to drain pasta? What happens when pasta is cooked in large quantities?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Watch a demonstration by your teacher in which one cup of macaroni, noodles, and spaghetti are cooked. After the pasta is drained, re-measure each variety to determine the amount the pasta expanded while cooking.
Explain how to cook pasta (C-C)	Prepare a poster which illustrates the steps in preparing pasta. After completing the poster review the steps.
	Listen as one student explains the steps in making pasta. As the student explains the procedure, the other class members will listen to see if any steps were left out or in the wrong order. [NOTE TO TEACHER: A variation would be for you to explain the steps and purposefully leave out a step and ask the students which step you left out.]
Practice using the correct procedures for cooking pasta (P-GR)	Divide into teams of two. Each team will prepare a different pasta. Read the instructions on the package, prepare and butter the pasta to prevent it from sticking together. Every student will get to sample each kind of pasta. Is there any difference in the pasta?
Note the quality of cereal and pasta (C-K)	After you have prepared your cereal, note whether it has the following characteristics: free from lumps, not gummy, not pasty, moist, and not dry.
	After you have prepared your pasta, note whether it has the following characteristics: does not stick together, is not overcooked, and did not fall apart.
	Each time you cook cereal or pasta, note the appearance, texture, shape, smell, and taste.
Acquire additional skills in preparing quality cereal and pasta (P-M)	Prepare a rice casserole or a rice pudding.
	Have a breakfast for another class in the VEH program. Prepare grits and breakfast foods.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Prepare an Italian luncheon for teachers, providing a selection of main course pasta dishes, a salad, and a dessert.
	Prepare a variety of casserole dishes which include pastas. Serve the meal to a club or organization in your community such as the P.T.A.

WORDS TO KNOW
About Cereals and Pasta
(Teacher Information Sheet)

cereal - a food made from a grain like wheat, oats, or corn.

pasta - dried paste or dough made of flour and water.

noodles - long flat strips of dried dough made with eggs.

macaroni - tubes made of dried flour paste.

spaghetti - thin, solid strings made of flour paste.

overcooked - cooked for too long a time.

undercooked - not cooked long enough.

[NOTE TO TEACHER: It is more important for the students to recognize these products and characterisitics than to memorize written definitions.]

QUANTITY COOKERY

Spices and Flavorings

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to store spices, herbs, and extracts properly.

Ability to prepare a dish using different spices, herbs, or extracts correctly.

WORDS TO KNOW:

flavoring
seasoning
spices
herbs
extracts
vinegar
oil
salt
oxidation
cheese cloth

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define the purpose of using spices and flavorings in dishes (C-K)	Taste two types of tomato soups. One tomato soup will not have any seasoning added to it and other soup will be spicy. Which of the two soups do you like the best? Can you taste the difference in the soup. Listen as your teacher explains the purpose of using spices and flavorings in dishes.
Identify spices, herbs, and extracts that are used in flavoring foods (C-K)	Repeat the name of a spice, herb, or extract after your teacher says the name and shows the seasoning. Note how it looks and smells. Participate in a "Sense Lab." Look at different labeled spices, herbs, and extracts. Examine the bottles and containers each one comes in. Note the different kinds; the different sizes and shapes of containers; the color of each spice, herb, and extract; the shape and size of each spice or herb. Smell each different spice, herb, and extract. Note how each smell. Does it have a smell at all? Can you identify each one just by smelling it? After everyone has examined and smelled each spice, herb, and extract, pour a small amount of each seasoning in a bowl and feel of it. Note

the following: Is it hard or soft? Is it crunchy? Is it round or long? Is it powdery or made of liquid? For the last part of "Sense Lab" taste all the spices, herbs, and extracts. Note the following: Do they taste like you expected them to after seeing, smelling, and tasting of them? Do you like how they taste? Do they taste sour or sweet? Compare your answers about the spices, herbs, and extracts with those of other class members and your teacher.

Help your teacher make a bulletin board of spices, herbs and extracts. Your teacher will place these 3 names on the bulletin board. Place all the different seasonings in plastic bags and your teacher will help you place them on the bulletin board under the right catagory. Your teacher will then give you the name of each spice, herb, and extract and tell you which bag the name goes with. When you have finished the bulletin board review the different seasonings. What are the most common seasonings?

Play "Round Robin" to learn different kinds of spices, herbs, and extracts. All students will form a circle in the classroom. Your teacher will be the first one to name a spice, herb, or extract. The person to the teacher's right must repeat the spice the teacher said and add one more different spice. This is done around the entire circle. If a person cannot think of a spice, herb, or extract help them out by telling them one. See how many seasonings you can think of.

Note the correct care and storage of spices, herbs, and extracts (C-K)

[NOTE TO TEACHER: Place all the spices, herbs, and extracts in their proper storage place.] Have a "Treasure Hunt" to find where spices, herbs and extracts are kept. Everyone will begin the game at the same time. When your teacher says "Go" then you are to look around your lab and find where the different herbs, spices, and extracts are kept.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Each student needs to find no more than two seasonings. When you have found your seasonings place them on a table in front of the classroom and tell the other class members where you found them. Listen as your teacher explains how spices should be stored once they are opened.
Cite the cooking techniques for using spices, herbs, and extracts in flavoring foods (C-K)	Watch as your teacher demonstrates the proper cooking techniques for using spices, herbs, and extracts in flavoring foods. Note the following: How did your teacher use the seasoning? When did your teacher use the seasoning? Why is it important not to put too much seasoning in food? Why shouldn't all spices be added at once? Why would you rub a bowl with a clove of garlic? Why should you add spices to stews or chili the last 30 minutes to one hour of cooking? Why don't you season all dishes? Why should whole pods or leaves be placed in a cheese cloth or metal perforated ball when used for seasoning food? Why should you crush herbs, like thyme, bayleaf, oregano, and rosemary with your hand before adding them to food? Why should you follow directions in using spices, herbs, and extracts? Why shouldn't you measure spices or extracts over the container of food you plan to add them to?
Describe cooking techniques for using spices, herbs, and extracts in flavoring food (C-C)	Select a card with the name of a spice, herb, or extract on it. Then from a display of seasoning find the name of the spice, herb, or extract that is on your card and pick up the bottle or container. Then pretend to sprinkle, pour, or place the seasoning in a bowl as though you were cooking or making something. Your teacher will tell you if you "added" the seasoning correctly. [NOTE TO TEACHER: Place all the seasonings you have on a table so the students can match their card with the name on the bottle or container. You may want to let students actually measure one spice, like pepper, which can easily be returned to the container.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Taste different foods your teacher has prepared for you such as spiced tea, coffee cake, and soup. See if you can guess what kind of seasoning was used to flavor the dish, or were any seasonings added at all? Your teacher will tell you if you have choosen the correct spices.
Practice using spices, herbs, and extracts in flavoring food (P-GR)	Prepare a recipe your teacher has given you which uses spices, herbs, or extracts. After everyone in the class has prepared their recipe then taste all the different foods and decide if the dishes were seasoned correctly.
	Make a piece of cinnamon toast. After each class member has prepared toast, cut each slice in small pieces and taste a small piece of each slice of toast. Do they taste the same? Why or why not? Which way do you like your toast prepared?
Master the correct methods for the care, storage, and use of spices, herbs, and extracts in food preparation (P-M)	Follow the correct method for using and storing spices, herbs, and extracts without being reminded.
	Keep open packages of seasoning in covered jars.

WORDS TO KNOW
About Spices and Flavorings
(Teacher Information Sheet)

flavoring - a substance added to food to give it a desired taste.

seasoning - spices, herbs, and extracts which add flavor to a food.

spices - seasonings which are ground to a fine powder and used to add flavor to a food.

herbs - plants and plant parts used to flavor foods.

extracts - liquids used to flavor foods.

vinegar - a sour tasting liquid used to flavor foods.

oil - a greasy feeling liquid.

salt - a seasoning which brings out flavors in foods.

oxidation - a process that causes food to spoil.

cheese cloth - a thin, loosely woven piece of material used to cook seasonings in.

QUANTITY COOKERY

Garnishes and Appetizers

COMPETENCY: Ability to use correct food production techniques.

SUB-COMPETENCIES: Ability to serve quality appetizers and garnishes.

Ability to prepare and place different kinds of garnishes on a dish.

Ability to prepare several kinds of appetizers.

WORDS TO KNOW:

- garnish
- appetizer
- curl
- sprig
- wedge
- sprinkle
- roses
- parsley
- hors d'oeuvre
- canape
- melon ball scoop
- pimento
- anchovy

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define the terms garnish and appetizer (C-K)	Listen as your teacher gives you a definition for garnish and appetizer.
	Look at pictures that show garnishes and appetizers. Your teacher will point out why they are used with meals and if all meals need a garnish.
Identify types of garnishes used in food serivce (C-K)	Look at your handout on garnishes as your teacher reads the foods on the handout that can be used as a garnish (See p. 446.)
	Look through magazines and cookbooks to find pictures of garnishes.
	View a film on types of garnishes. Note the following: How are the garnishes shaped? How large are the garnishes? Do you think the garnishes make a meal look good to eat? Why?
Identify techniques used in garnishing food (C-K)	Review the unit on fruits and vegetables to notice how these foods can be used to garnish a meal.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Observe your teacher demonstrate different ways to use food as garnishes. Example: an orange can be sliced into thin rings and twisted, sliced in halfs, sliced in fourths, and sliced and spread apart. Your teacher will show you several garnishes using this method. [NOTE TO TEACHER: Emphasize cleanliness when decorating foods; refrigeration of some foods right up until time for decorating and immediate refrigeration afterwards, and the need for speed when garnishing foods. (See p. 445.)]
	View a display of equipment and demonstrations of techniques to use in garnishing foods. Example: technique for cutting parsley; slicing eggs; arranging sections of olives; and preparing radish roses.
Give examples of techniques used in garnishing food (C-C)	View a bulletin board display of plain ungarnished dishes. Cut out magazine pictures of garnishes which could be used on each dish. Place each garnish picture beside the picture of the dish it could be used on. Discuss the difference in the appearance of the foods, and note the following: Is it necessary to garnish all foods? When would garnishes be unnecessary? How much garnish needs to be placed on a food? Why should the garnish be a different color than the dish?
Practice using proper techniques in garnishing food (P-GR)	Choose a card from the "Garnish Box" which has the name of a garnish on it such as twisted cucumber slices, radish roses, and sliced olives. Prepare the garnish and label, then show the rest of the class the garnish you made. The garnishes may be placed in the refrigerator or freezer and used during another lab. Garnish in an attractive manner soups which have been prepared in the lab.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify types of appetizers used in food service (C-K)	View pictures of a variety of appetizers that have been grouped and labeled according to type: hors d'oeurves or canapes. Listen as your teacher explains the purposes of appetizers, when and how they are served, how they are eaten, and the basic types of appetizers.
	Look at your handout on appetizers as your teacher reads the list of foods that are used to make appetizers. (See p. 446.)
	Have an "Appetizer Party." With your teacher's help, make and taste simple appetizers. Note the following: What ingredients were used to make the appetizer? How were the appetizers made? How should you serve the appetizer? How do you eat the appetizer? Is the appetizer served hot or cold? Is a garnish served with it?
Cite techniques for preparing appetizers (C-K)	View samples (or pictures) of special equipment such as melon ball scoops, special knives, and sets of cutters used in preparing and decorating appetizers.
	Observe as your teacher demonstrates proper techniques for preparing an appetizer. (See pp. 447-450.)
	Take part in a tasting party prepared by a county extension agent. Identify the type of appetizer as it is being prepared. Then taste the appetizer when it is finished. Note the methods for making spreads, garnishings, and arranging the plates attractively. List aloud, with the help of your teacher, methods to follow in preparing appetizers.
Describe techniques for preparing appetizers (C-C)	Listen as your teacher reads and shows you an appetizer recipe. After your teacher has finished reading the recipe, find the equipment needed to make the appetizer and explain to class members how you will prepare the appetizer.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice using proper techniques for preparing appetizers (P-GR)	Prepare appetizers. Divide the class into two groups, one group will prepare hors d'oeurves and the other group will prepare canapes. Both groups will taste both kinds of appetizers. Serve the appetizers at a school function. [NOTE TO TEACHER: Some appetizers can be made ahead and stored in the freezer or refrigerator.]
Note the quality needed in preparing appetizers and garnishes (C-K)	After preparing appetizers and garnishes in the laboratory, look at the quality of the dish. Note the following: appearance, taste, ease of eating, and temperature.
	Look at two sets of pictures. One set will have quality appetizers on it and the other one will not. With the help of your teacher, choose the picture which has the quality appetizer and garnish on it.
Gain skills in preparing quality garnishes and appetizers (P-M)	Prepare appetizers with garnishes and serve at a school open house.
	Take orders from teachers and office members to provide appetizers for club or organization meetings.
	Arrange to prepare and serve appetizers for a PTA meeting at which slides and information are given on the VEH program.
	Garnish appetizers which are made to order for a club or social gathering.
	Practice garnishing meats which can be served in the following ways: sliced and on the plate banquet style, buffet style, or short order. Serve at teachers' luncheon.

WORDS TO KNOW
About Garnishes and Appetizers
(Teacher Information Sheet)

garnish - using a food you can eat to decorate a dish.

appetizer - a small amount of food or drink served before a meal.

curl - shaped into a coil.

sprig - a small shoot or branch.

wedge - a V shape.

sprinkle - to drop small pieces of food or spices here and there.

roses - food that has been cut to look like a rose.

parsley - a green plant that is used to garnish and flavor foods.

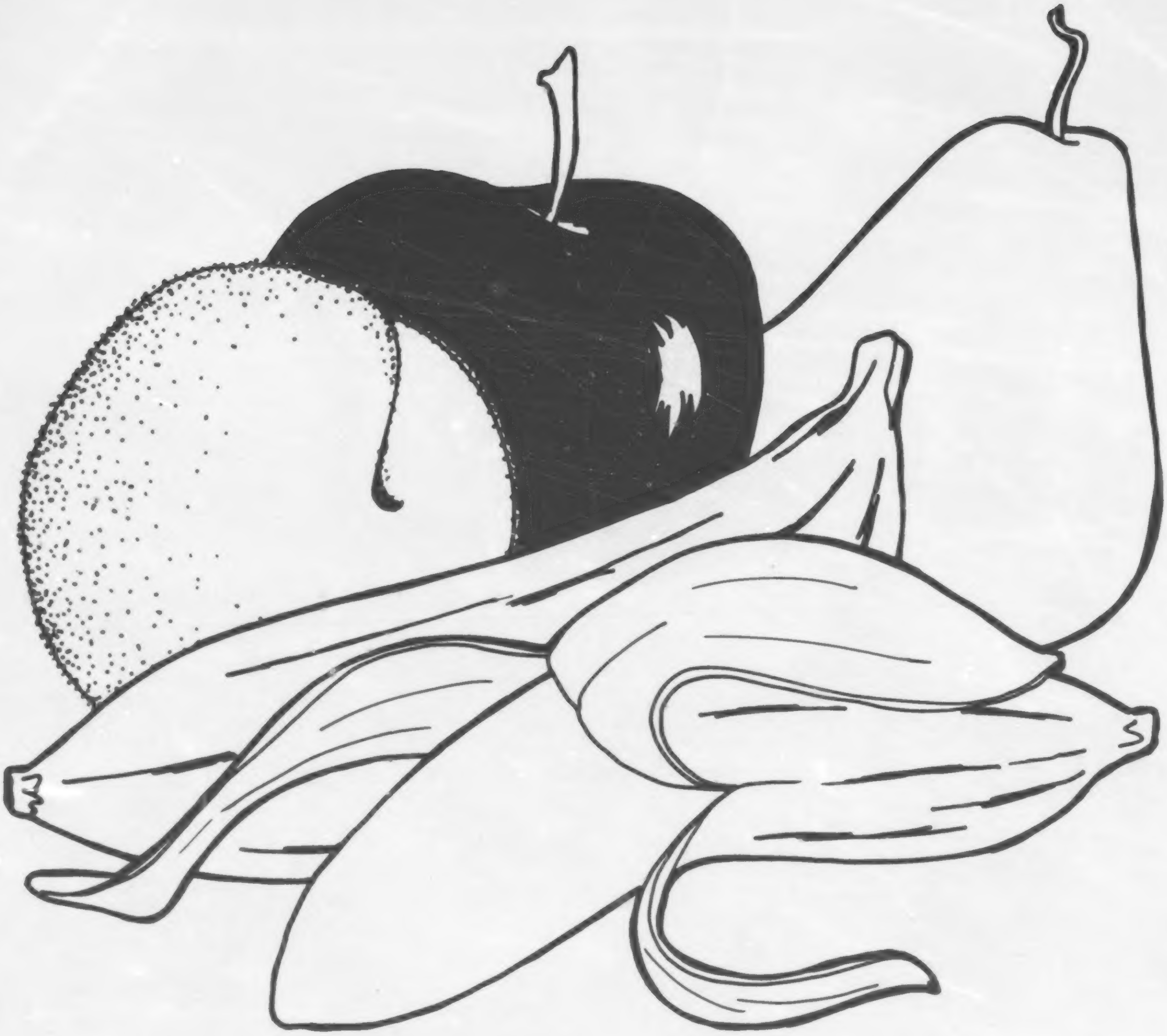
hors d'oeuvre - a food used as an appetizer.

canape - a small open-faced sandwich.

melon ball scoop - a utensil used to cut food into balls.

pimento - a mild, ripe, red pepper.

anchovy - a small salty fish.



Bananas, pears, apples, and peaches turn brown when exposed to air.

FOODS USED AS GARNISHES

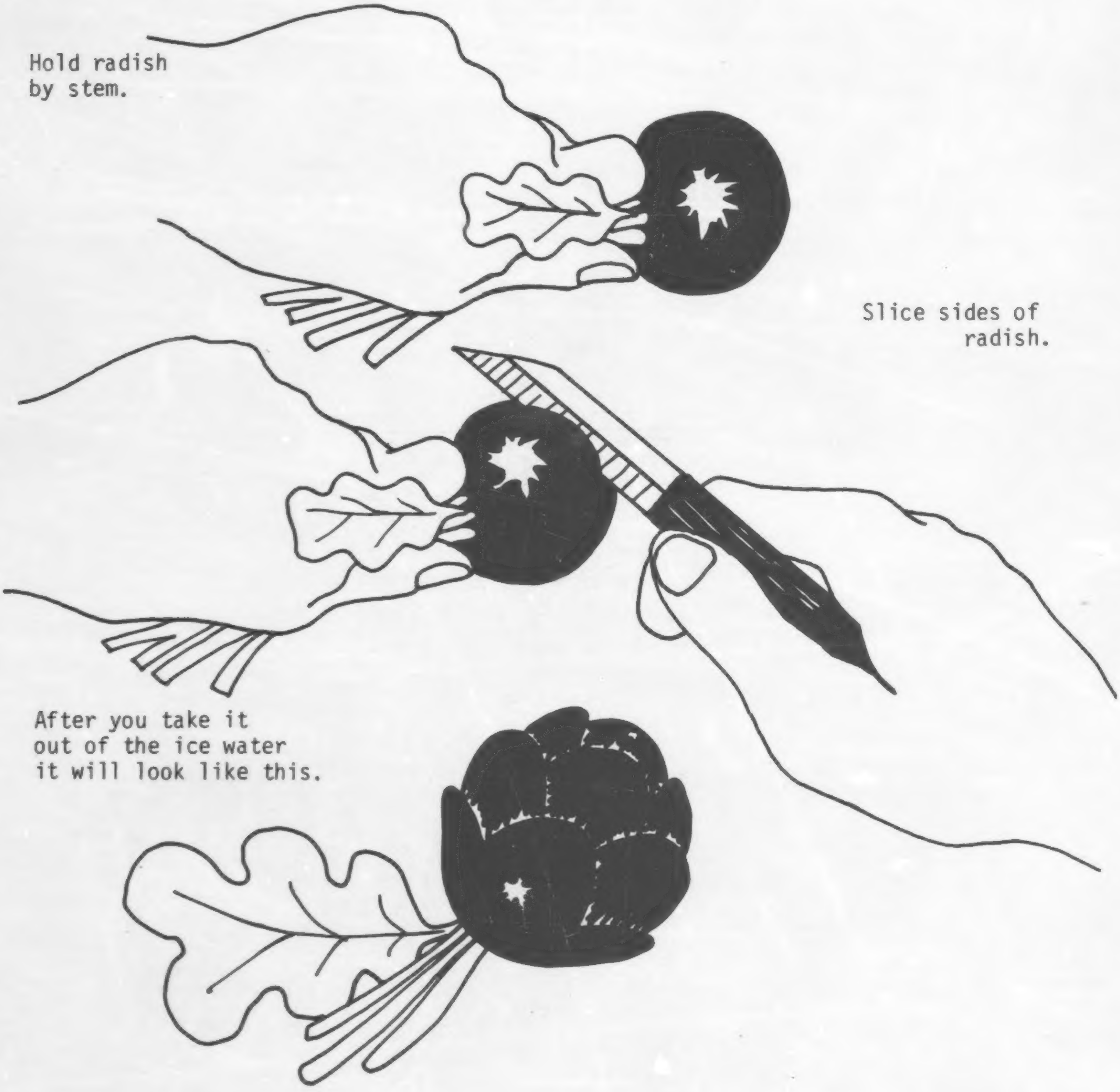
- beet
- carrot
- celery
- cheese
- cherry
- coconut
- cranberry relish
- crouton
- cucumber
- date
- egg
- fresh berries
- grapes
- green peppers
- jelly
- lemon
- melon
- nuts
- olives
- onion
- orange
- paprika
- parsley
- pickle
- pimiento
- pineapple
- poppy seeds
- radish
- strawberry
- tomato
- watercress

FOODS USED FOR APPETIZERS

- meats and poultry
- seafoods
- fruits
- vegetables
- juices
- dairy products
- soups

STEPS USED IN MAKING A RADISH ROSE

1. Wash the radish.
2. Cut the root off only.
3. Make overlapping cuts into the side of the radish.
4. Refrigerate in cold water until radish expands.



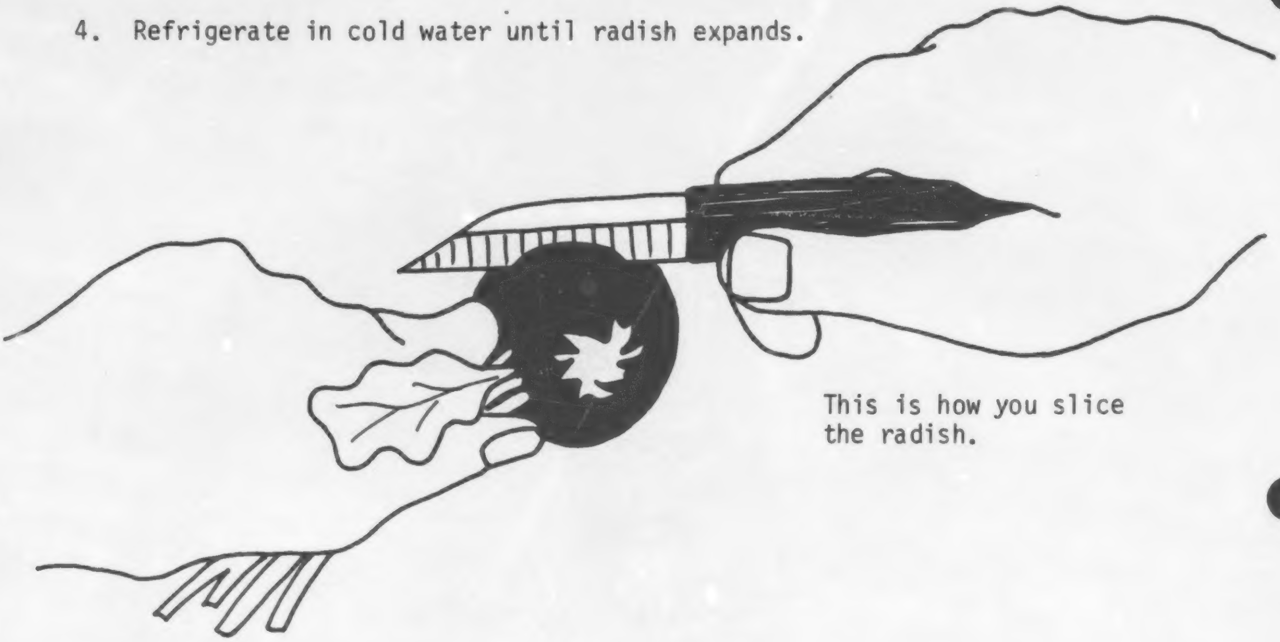
Hold radish by stem.

Slice sides of radish.

After you take it out of the ice water it will look like this.

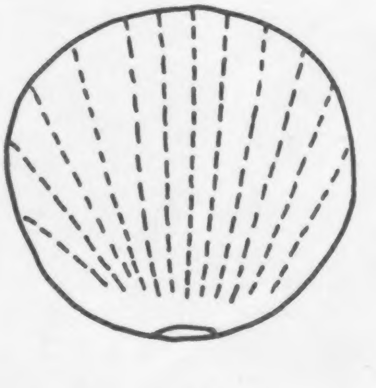
STEPS USED TO MAKE RADISH FAN

1. Wash radish.
2. Cut the root and stem off.
3. Cut slices in same direction on one side of the radish--do not cut all the way through radish.
4. Refrigerate in cold water until radish expands.

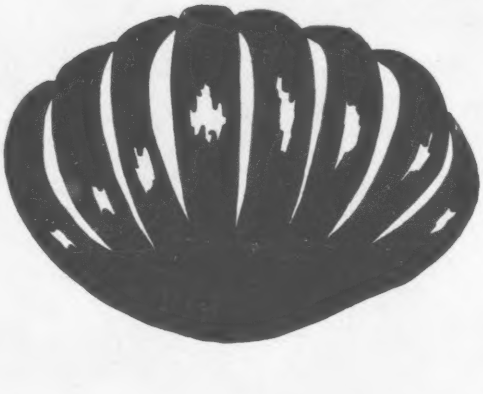


This is how you slice the radish.

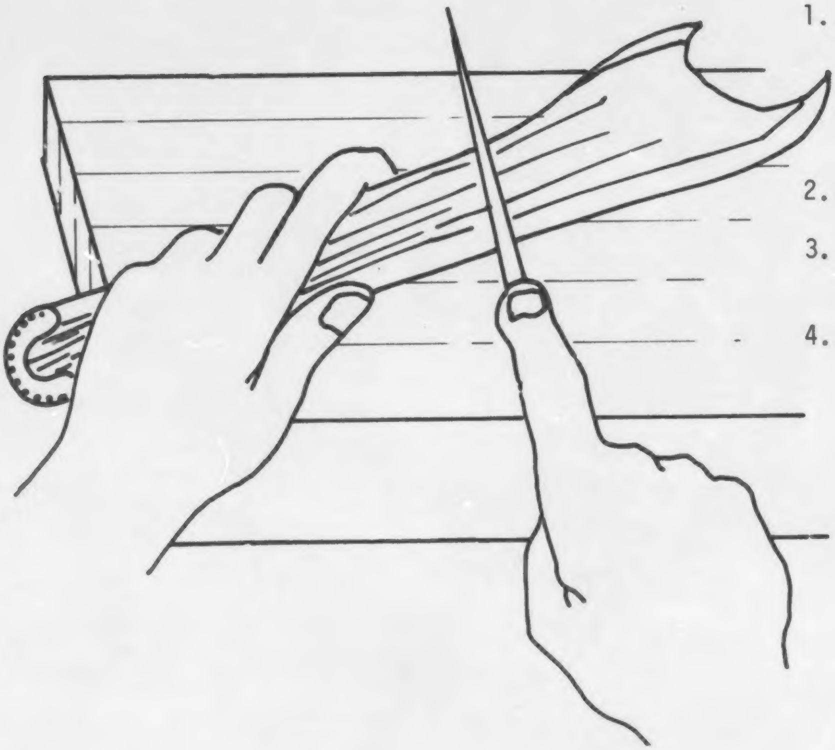
Make your radish look like this after you finish it.



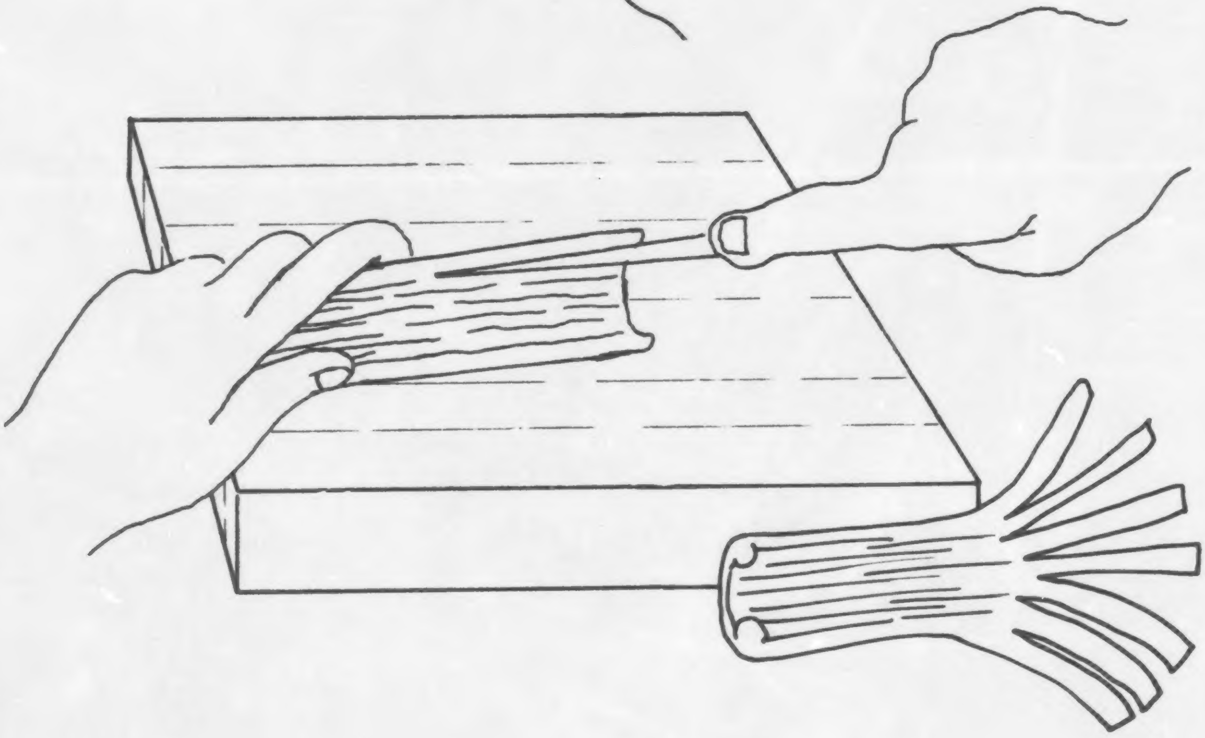
After you take it out of the ice water it will look like this.



STEPS USED TO MAKE CELERY CURL

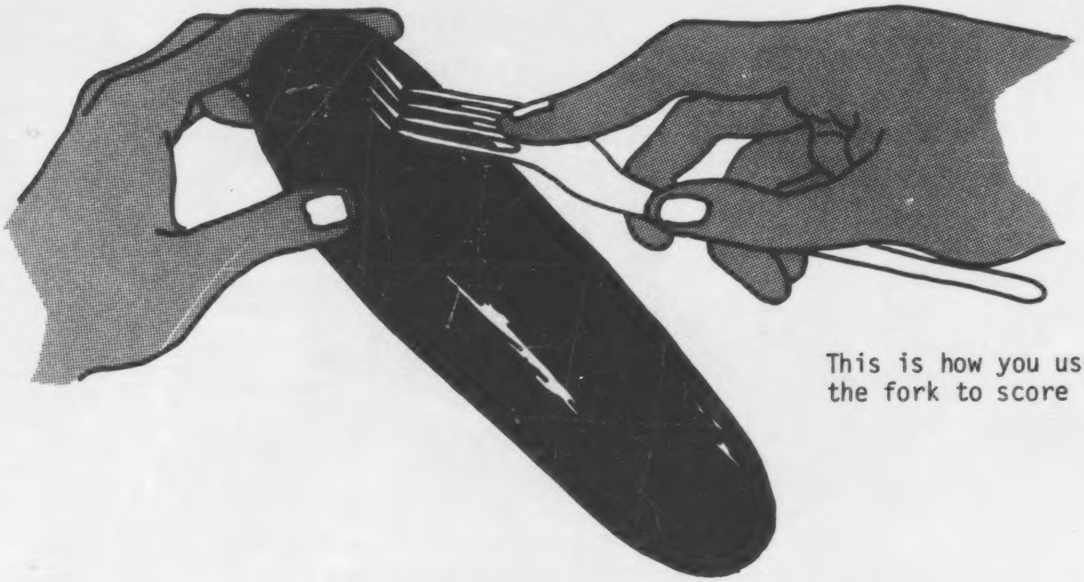


1. Wash celery and clean it by breaking and pulling one end off in order to remove strings on the celery.
2. Cut celery into two-inch strips.
3. On one end of the celery, slice it to make a curl.
4. Refrigerate in cold water until celery expands.



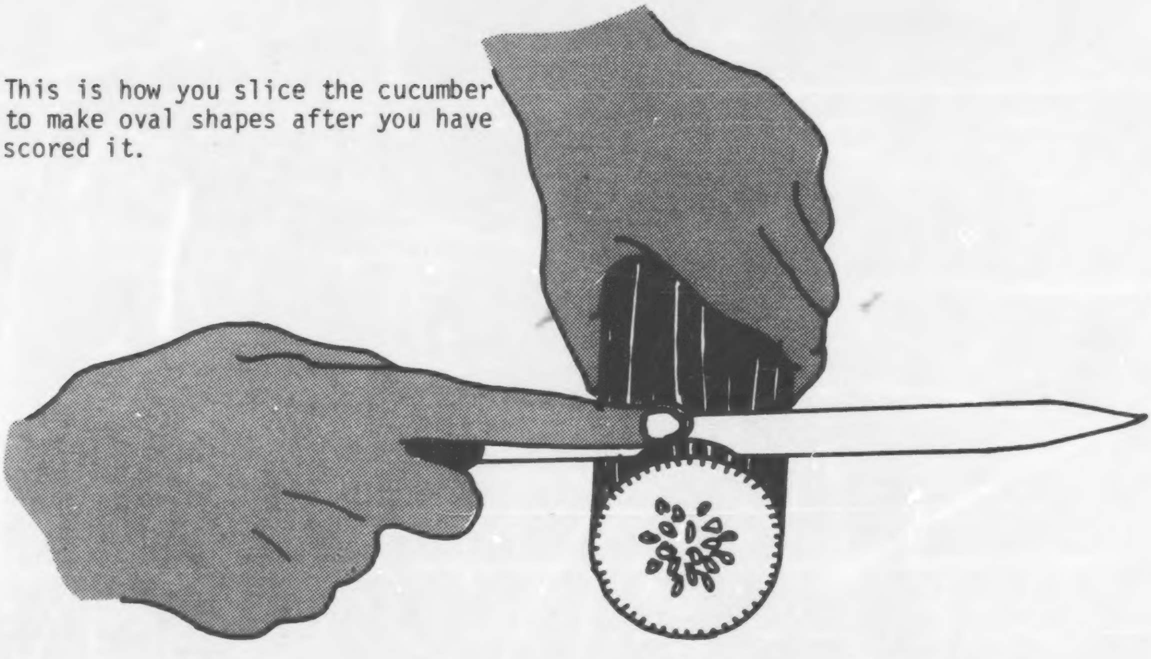
STEPS USED TO SCORE A CUCUMBER

1. Wash cucumber.
2. Using a fork draw lines the length of the cucumber all around it.



This is how you use the fork to score it.

This is how you slice the cucumber to make oval shapes after you have scored it.



CUSTOMER SERVICE

Table Service, Cafeteria Service, and Fast Food Service

COMPETENCY: Ability to follow the correct procedures for customer service in a food service facility.

SUB-COMPETENCIES: Ability to follow the correct procedures for table service in a food service facility.

Ability to follow the correct procedures for cafeteria service in a food service facility.

Ability to follow the correct procedures for fast food service in a food service facility.

WORDS TO KNOW:

- setting the table
- cover
- tableware
- menu
- tray
- plate
- saucer
- cup
- glass
- bowl
- flatware
- knife
- fork
- spoon
- napkin
- salt and pepper shakers
- sugar bowl

OBJECTIVES	LEARNING AND EVALUATION EXPERENCIES
List general procedures for fast food service (C-K)	Listen as your teacher tells you how food is served in fast food service businesses. Does your town or city have fast food service establishments? How is your order taken at your favorite fast food establishment?
Describe procedures for fast food service (C-C)	Take a field trip to a fast food business. When you return to your classroom, help your teacher write a story on the blackboard or tape record a story about your trip. How was the food prepared? Where was it prepared? How were orders taken? How was the food served? Was the service quick? Were the people friendly? What kinds of foods did you eat? Where did you eat? Was your food brought to you or did you have to go get it? What kind of dishes and eating utensils were used? Did someone clear your table for you or did you have to do it yourself? How many workers were there? What did each one do?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice procedures for fast food service (P-GR)	Divide into two groups. With your teacher's help, each group will serve the other group foods that might be served in a fast food establishment. [NOTE TO TEACHER: This experience might include several hot and cold sandwiches to choose from along with French fries. Keep menu simple enough so that the students can experience success.]
Use procedures for fast food service (P-M)	Use procedures for fast food service whenever needed in the food service laboratory.
Define "cafeteria service" (C-K)	Listen as your teacher defines cafeteria service. Is cafeteria service different from restaurant service? How is cafeteria service different from restaurant service?
List the procedures for cafeteria service (C-K)	Listen as your teacher tells you the procedures used in cafeteria service.
Describe the procedures for cafeteria service (C-C)	Visit your school cafeteria for a meal. What procedures are used in your school cafeteria for serving food?
	Take a field trip to a cafeteria for a meal. How was the food served? How many kinds of food were there? How many workers served food? When did you get your bill? When did you pay your bill? Where did you eat?
Practice procedures for cafeteria service (P-GR)	Several days before an actual meal experience, pretend you have all the foods cooked and in their places on the serving line. Divide the class into the numbers needed as food servers and let the rest be customers. Role play actual serving. Rotate roles so everyone can practice being a food server. Were the servers courteous and friendly? Where the foods served with the correct tools? Were the dishes correctly chosen? How many scoopfuls, spoonfuls, or pieces of each food item will you give each customer?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	With your teacher's help, practice procedures for cafeteria service in an actual meal experience.
Use the correct procedures for cafeteria service (P-M)	Use the correct procedures for cafeteria service whenever needed in the food service laboratory.
Define "setting the table" (C-K)	Discuss what is meant by the phrase, "setting the table."
Identify the items needed to set the table (C-K)	Name the items needed to set the table. Watch as your teacher demonstrates how to set the table.
	As your teacher holds up an item, decide whether or not it is needed to set the table. [NOTE TO TEACHER: In addition to items actually needed to set the table, hold up unrelated items such as a potato peeler, a cake pan, a scoop, an ice pick, and similar small equipment.]
Define "cover" (C-K)	Listen as your teacher defines "cover" and tells you how a cover should look. Give a reason that tableware for one person might be called a "cover." Does a "cover" cover the space in front of one person? (See pp. 460-461.)
List the items needed in covers for various meals (C-K)	Look at pictures of covers that have been set up for various meals. As your teacher points to various items in the cover, call out the item being pointed to.
Describe the placement of dishes, glassware, and flatware for a cover (C-C)	Describe for your classmates how a cover should look. (For example: plate in the middle, fork on the left, knife on the right, etc.)
	When shown a picture of all the necessary items for a cover for a given meal, describe where each item would be placed. [NOTE TO TEACHER: Stress that this is a traditional placement and may vary from restaurant to restaurant. It is important to follow the directions given by your employer.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice selecting the correct dishes, glassware, and flatware needed for various meals (P-GR)	Using the menu that your teacher gives you, select all the dishes, glassware, and flatware needed for the meal. [NOTE TO TEACHER: If your students cannot read, use pictures of the foods in the menu. Repeat this experience using different types of meals.]
Practice setting the table for various types of meals (P-GR)	With your teacher's help, practice setting the table for various types of meals.
Perform the duty of setting the table (P-M)	Take turns on a rotating schedule, setting the table for meals in the food service facility.
State procedures for taking food orders (C-K)	Listen as your teacher tells the correct way to take food orders. Watch as a food service employee shows you the correct procedures for taking orders. How does the employee know that the customer is ready to order? How does the employee remember which order belongs to each person?
List the steps in writing a food order (C-K)	Watch and listen as the teacher uses the overhead projector to show you how to write a food order. [NOTE TO TEACHER: If your students have trouble writing, list the menu items on the ticket so the student can check off whatever the customer orders. If your students have trouble reading, you might have tickets with small pictures of the food items drawn on. A help for both poor readers and writers is to number the menu items so that customers order by number. It should be realized, however, that for the student to be employable as a waiter or waitress sufficient reading and writing skills must be present. It is also important to stress that the way of taking food orders will vary from restaurant to restaurant.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe the steps in writing a food order (C-C)	Divide into pairs. Take turns describing for your partner the correct way to write an order. What should you say after you have written the customer's order? Is it important to say "thank you" after you have taken the order?
Practice taking and writing a food order (P-GR)	Divide into pairs. Pretend that one person is the waiter or waitress and one person is the customer. Practice taking and writing a food order. Take turns practicing the roles. Perform your role play for the rest of the class. Did you follow the correct steps in taking and writing a food order?
Take and write food orders correctly (P-M)	During a meal service experience, take and write food orders correctly.
	Before a bake sale, take and write advance orders correctly.
State methods for turning a food order in to the kitchen (C-K)	Listen as your teacher tells you methods for turning in food orders to the kitchen.
	Listen as your teacher tells you the correct method to follow for turning in food orders in your laboratory.
Give examples of methods for turning a food order in to the kitchen (C-C)	Take turns giving examples of methods for turning a food order in to the kitchen. Do you sometimes turn in a written order and say nothing? Do you sometimes turn in a written order AND say something? Is it possible to not turn in a written order at all? How much of the order is the waiter or waitress responsible for preparing?
Practice the correct method for turning in a food order to the kitchen (P-GR)	Practice the method for turning in food orders to the kitchen for a specific meal experience. Is it possible for the method of turning in orders to the kitchen to change with various types of meals? How?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Name the procedures for picking up an order (C-K)	Listen as your teacher tells you how to pick up an order. How will you know that an order is ready? How should you carry an order from the kitchen to the dining area?
Use correct procedures for turning in and picking up customer orders (P-M)	Turn in orders and pick them up during food service labs using correct procedures. You should not need your teacher's help or supervision.
List procedure for loading and unloading a tray (C-K)	Watch as your teacher shows you the correct way to load and unload a tray. Is it important to load and unload a tray in an orderly manner? Why? Is it a good idea to put all the heavy items to one side of the tray and all the light items to the other side? Why? How should a tray be unloaded? [NOTE TO TEACHER: Begin with hand carrying and move to tray only if adequate coordination is present.]
Describe procedures for loading and unloading a tray (C-C)	Look at side view pictures of loaded trays. (See p. 462.) Which of the trays seem to be loaded correctly? Look at top view pictures of the same trays. (See p. 463.) Does it now seem that even fewer of the trays are loaded correctly? Describe in words or draw a picture of the way the trays should be loaded. Describe for the rest of the class the correct way to load trays. Describe for the rest of the class the correct way to unload a tray.
Practice loading and unloading a tray (P-GR)	With your teacher's help, practice loading, carrying, and unloading a tray. [NOTE TO TEACHER: Allow the students to practice with items they are likely to actually carry as a food service employee.] Using a tray, serve drinks to classmates. Rotate this experience so each person gets to serve.
Use correct procedures for loading, carrying, and unloading a tray (P-M)	Load, carry, and unload a tray as needed in food service laboratory experiences.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify procedures for serving food (C-K)	Listen as your teacher tells you the correct way to serve foods to your customers. From which side is the beverage served? From which side is the main couse served? Should foods be served in a particular order? In what order are foods served? [NOTE TO TEACHER: For basic table service rules, see p. 465.]
Explain procedures for serving food (C-C)	Given a specific group of people, explain who in the group would be served first. Why would that person be served first? Given a picture of a food, explain how that food would be served. What type of dish would it probably be in?
Practice serving food (P-GR)	Using pictures of food, place the pictures in the dishes they would probably be served in. Practice serving these pretend foods to another classmate. After your teacher approves your method of service, show the rest of the class the correct manner of serving these foods.
Serve food correctly (P-M)	Serve food correctly when you are assigned the duties of waiter/waitress in the food service laboratory.
Cite the importance of being sure the customer has everything needed (C-K)	Listen as your teacher tells you why it is important to be sure the customer has everything needed. When the customer has everything he/she needs, is he/she more likely to come to the restaurant again? Why?
Name ways to be sure the customer has everything needed (C-K)	Listen as your teacher tells you ways to be sure the customer has everything needed. Is it a good idea to serve your customers and never return again until the end of the meal? Why or why not? Is it a good idea to check with your customers every two minutes during the meal? Why or why not?
Describe ways to be sure the customer has everything needed (C-C)	Pretend you are a waiter or a waitress. Describe for the rest of the class ways to be sure the customer has everything needed.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Sit in a circle. Take turns answering questions from "The Happy Customer." (See pp. 466-469.)
Practice ways to be sure the customer has everything needed (P-GR)	With your teacher's guidance, practice making sure your customers have everything they need during a meal.
Acquire skill in anticipating customers' needs (P-M)	Observe your customers periodically to see if they need anything. Notice when a customer is trying to attract your attention. Take refills of beverages to customers without being asked. Ask whether customers need anything when you serve each course. Ask whether customers would care for dessert or beverage refills before giving them their check. Try to learn how to meet customers' needs without being annoying.

WORDS TO KNOW
About Table Service
(Teacher Information Sheet)

setting the table - putting down a cover for each person.

cover - tableware for one person.

tableware - tools for use at the table.

menu - a list of foods served.

tray - an open container with a flat bottom and low sides for holding or carrying items.

plate - a shallow, usually round dish.

saucer - a small, shallow dish. Saucers usually have a slightly sunken center for holding a cup.

cup - a small, open, bowl-shaped drinking container. Cups usually have handles.

glass - a drinking container that has no handle.

bowl - a deep round dish.

flatware - all the knives, forks, and spoons used at the table.

knife - a sharp tool used for cutting.

fork - an eating tool with prongs at one end and a handle at the other.

spoon - a tool used for eating that has a shallow bowl at one end and a handle at the other.

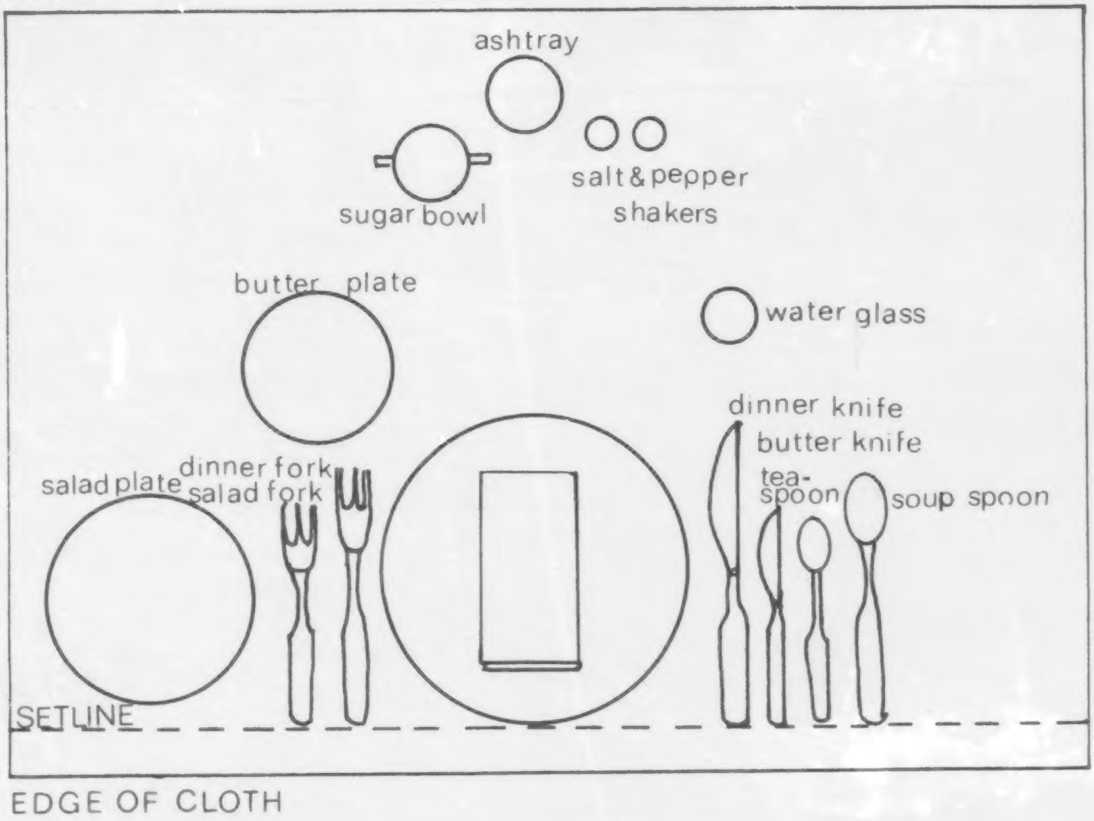
napkin - a small square of cloth or paper used at the table to wipe the lips or fingers and protect the clothes.

salt and pepper shakers - small containers with holes in the top that hold salt or pepper. When you shake the containers, salt or pepper falls out.

sugar bowl - a deep round dish to hold sugar packets.

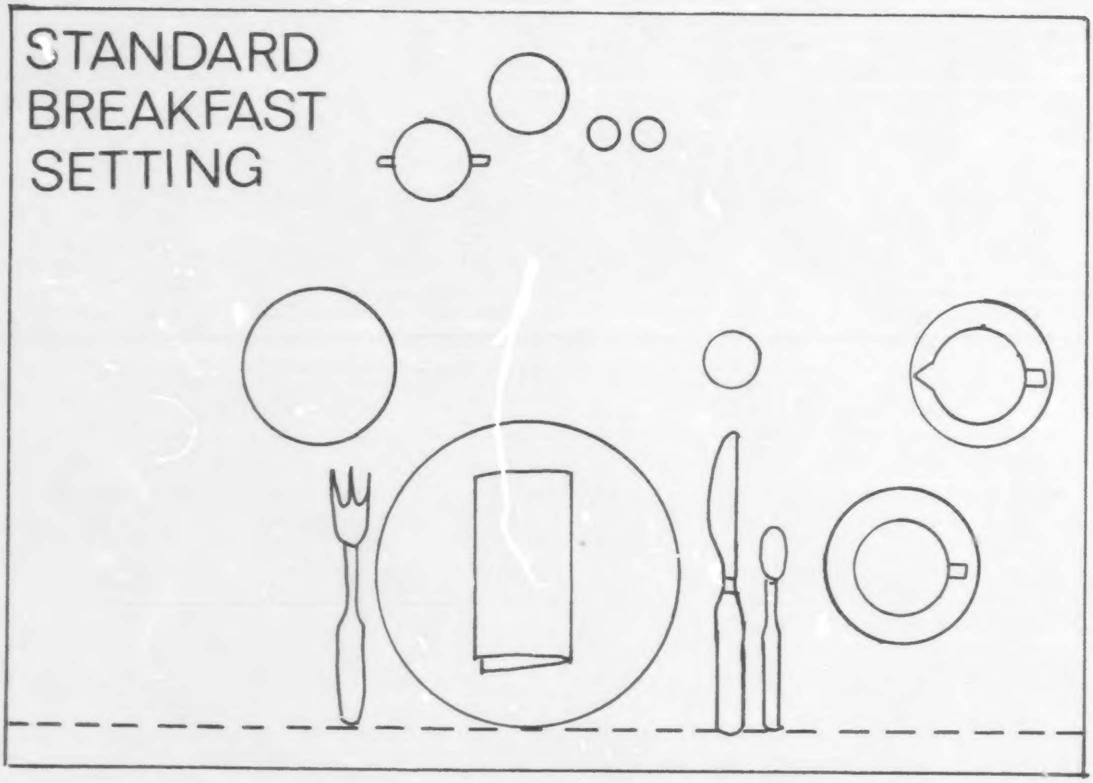
MAKING UP A COVER

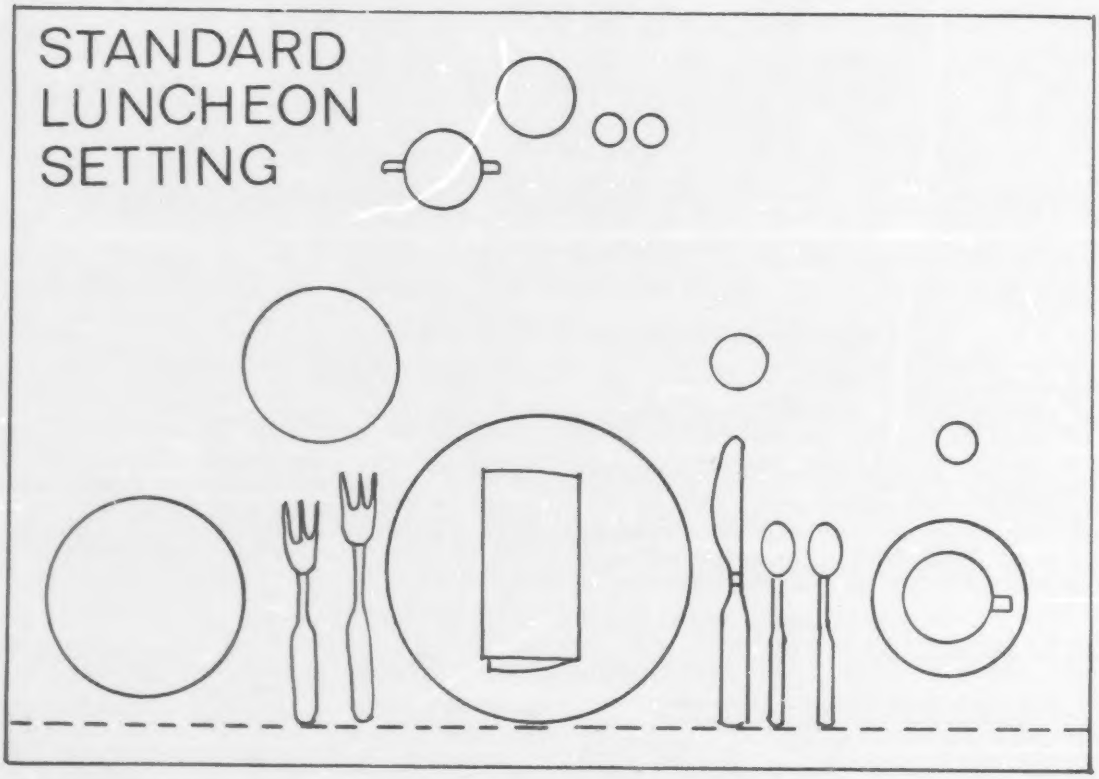
cover


ashtray
sugar bowl
salt & pepper shakers
butter plate
water glass
dinner knife
butter knife
tea-spoon
soup spoon
salad plate
dinner fork
salad fork
SETLINE
EDGE OF CLOTH

Standard Dinner Setting

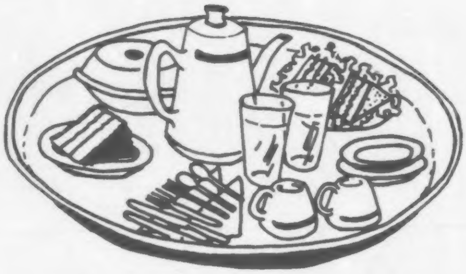
469


STANDARD
BREAKFAST
SETTING


STANDARD
LUNCHEON
SETTING

SIDE VIEWS OF LOADED TRAYS

A.



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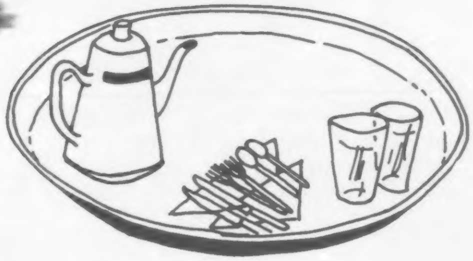

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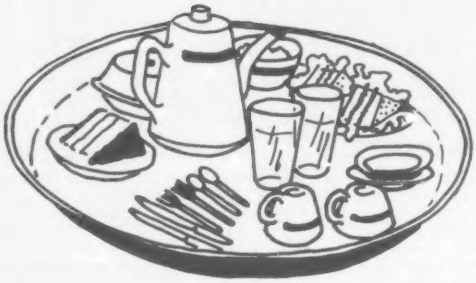
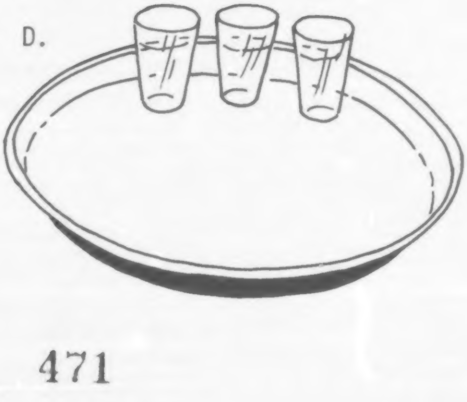
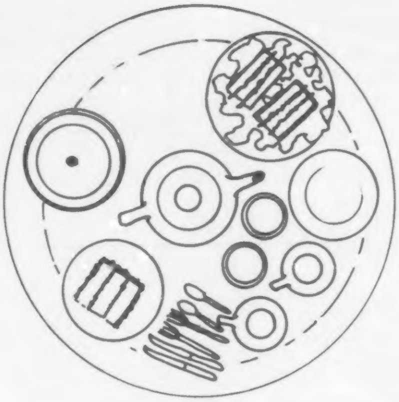


D.



TOP VIEWS OF LOADED TRAYS

A.



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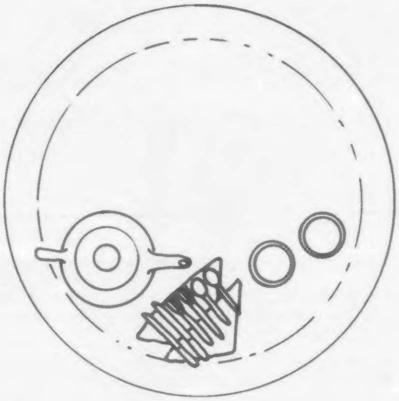
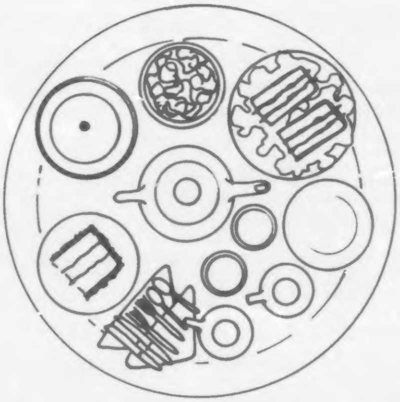


C.



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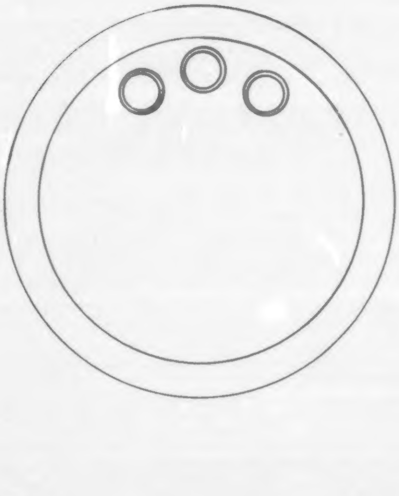
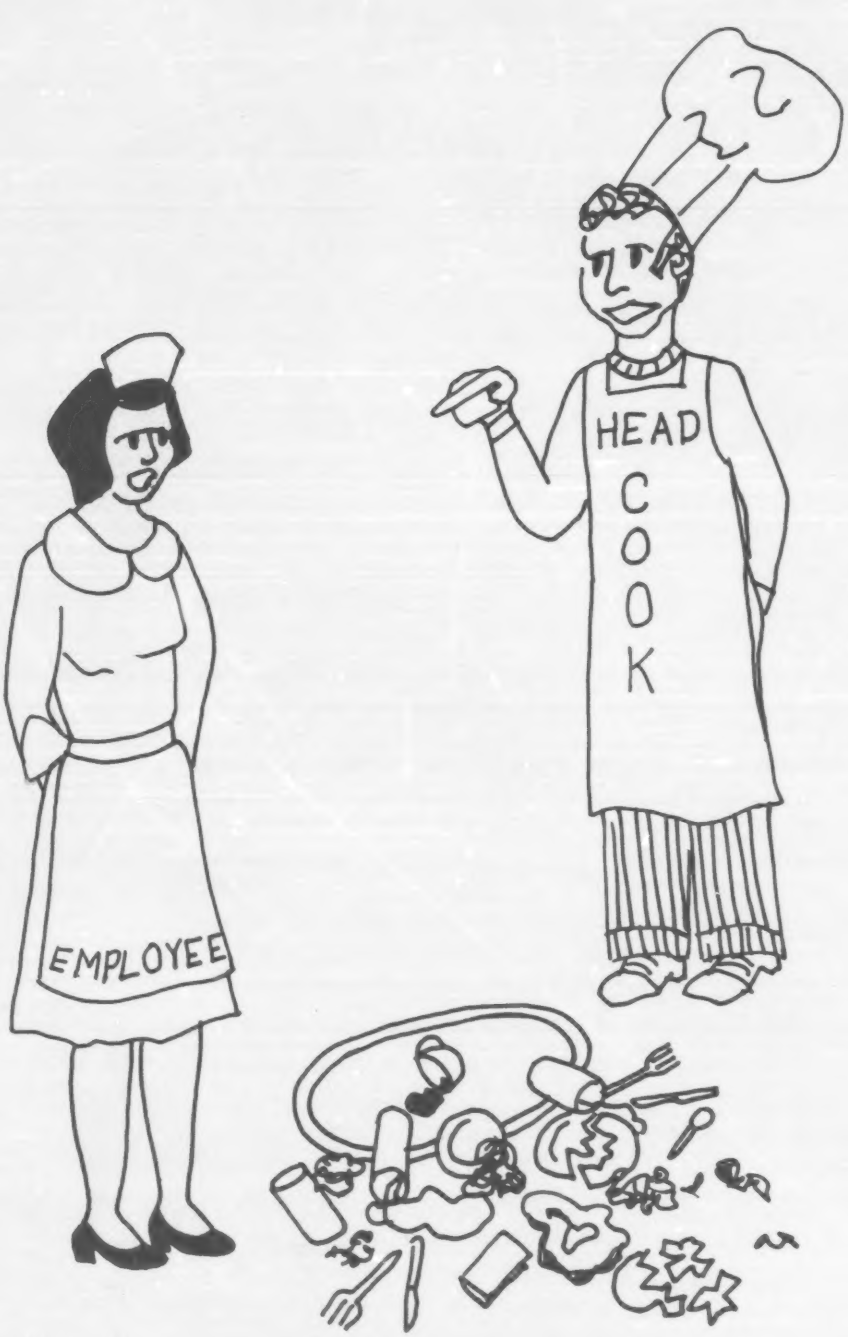


DANGERS OF OVERLOADING TRAYS


HEAD COOK
EMPLOYEE

BASIC RULES FOR TABLE SERVICE

1. Serve all food from left, unless inconvenient for guest.
2. Serve all beverages from right. Fill water glasses 2/3 to 3/4 full.
3. Clear from right unless instructed to clear from left.
4. Do not stack plates or scrape plates in front of guest.
5. Never leave a guest's place bare--one course should follow another.
6. When replacing one course with another, remove from right with right hand, serve from left with left hand.
7. Serve hot foods first, then cold foods.
8. Serve everyone in the party the same course at the same time.
9. Crumbs, bread, and side dishes should always be removed before dessert is brought.
10. Fill water and beverage dishes, replace cutlery, clear away side dishes, bring bread, empty ash trays---before being asked.

"THE HAPPY CUSTOMER"
(Teacher Information Sheet)

Directions: The following situations can be used several ways. Choose the one you feel is most appropriate for your students.

1. Provide a copy of the situations for each student. Go over the situations one at a time with students.
2. Read only the description of each situation and let students provide the answers. Use the suggested solutions to form questions to help students think through the problem if they need help.
3. Read description of each situation and the choice presented. Let students choose the best answer. For some students you may want to reduce the number of choices to 2 or 3.
4. Tape record the situations and choices. Give the direction to turn off the recorder and decide on a solution at the end of each situation then to turn the recorder back on. Give the correct solution and information about why other solutions are wrong. Give the next situation. Repeat for all ten situations or only a few for students with short attention spans.

1. Two men are having lunch at the restaurant where you work. Half way through their meal, one of the men waves at you. You should:
   (a) smile and wave back.
   (b) think he just saw someone he knew.
   (c) go ask him if he needs anything else.
   (d) ignore him since you don't know him well enough to wave back.

2. A woman has just started eating her dinner at the restaurant where you work. Her iced tea glass is full and she seems to be enjoying her meal. You should:
   (a) sit down and have a glass of tea with her since she is alone.
   (b) do nothing for her right now since she doesn't seem to need anything.
   (c) ask if she is going to want dessert after her meal.
   (d) thoroughly clean the window right next to her table.

3. It is a busy night at the restaurant where you work. A man and woman come in to eat and sit at a corner booth that you normally don't pass very often. You should:
   (a) let them get your attention any way they can since you are too busy to pass their booth very often.
   (b) ask them every two minutes if they need anything else.
   (c) ignore them totally since you are really too busy to service an out of the way corner booth.
   (d) check with them several times and pass their booth often enough to see if it looks like they need anything.

475

4. Two of your friends come in to eat at the restaurant where you work. You should:
   (a) sit down and talk to them for as long as it takes for them to eat.
   (b) make sure they have everything they need just like all your other customers.
   (c) let them get whatever they need from the kitchen since they are your friends.
   (d) make sure they receive extra free portions of foods and free desserts.

5. One of your customers seems to need something every time you turn around. First it was catsup, then it was steak sauce. After a few minutes he needed more tea and another lemon wedge. Should you:
   (a) get whatever he asks for quickly and cheerfully.
   (b) tell him you will get him anything he wants if he will only tell you everything at once.
   (c) ignore him if he tries to get your attention again.
   (d) refuse to get him anything else because you are tired.

6. Your customers have finished their meal. They might want a dessert. You should:
   (a) take them the check because they had a large meal and probably do not need dessert.
   (b) say "You must have a piece of our apple pie."
   (c) ask if they would like to have a dessert.
   (d) go ahead and take them a dessert, you think they will like.

7. Your customers have finished with their meal. You should:
   (a) wait until they ask for the check.
   (b) take them the check but say nothing.
   (c) give the check to the cashier to give to your customers because you want to go home.
   (d) If they don't need anything else give them the check and say, "Thank you."

8. Three women are having lunch at the restaurant where you work. One woman has drunk all of her water, but the other two still have almost full glasses of water. You should:
   (a) ask if you may refill the empty glass and as long as you are there ask the other women if they would like more water, too.
   (b) ignore the empty glass and let the woman call you if she needs more water.
   (c) wait until all of the glasses are empty so you can make one trip.
   (d) wait until at least two of the glasses are empty so you can save your time and energy.

9. Two people come into the restaurant. The host seats them and gives each one a menu. You should:
   (a) rush over as quickly as possible to take their orders.
   (b) give the customers a chance to read the menu.
   (c) not go to the table until the customers call you.
   (d) wait for the host to take their orders.

10. At the end of the meal, two women light up cigarettes. You notice there is no ashtray at their table. You should:
    (a) let them drop the ashes on their plates, in their cups, or on the floor.
    (b) wait until they ask for an ash tray because you are busy.
    (c) let the customers worry about the ashes since you don't like people to smoke anyway.
    (d) take an ashtray to the customers and apologize because there was not one on the table already.

"THE HAPPY CUSTOMER"
Answer Sheet

1. The correct answer is (c). Usually waving and similar hand movements are signs that the customer needs something else. It is possible that he might have seen someone he knew; but just to be safe, go and ask him if he needs anything else.

2. The correct answer is (b) because she has just started her meal and seems to have everything she needs. It is too early to ask her if she will have a dessert since she just started her meal. You are paid to work as a waiter or waitress, so you should never sit down to visit with customers. Heavy cleaning duties such as cleaning windows should be done during the hours that customers are not in the restaurant. Cleaning the window right next to the customer would put you in the customer's way and the smell of cleaning products would not be appetizing for the customer.

3. The correct answer is (d). You should never ignore your customers or make them have to get your attention every time they need something. However, asking them if they need something every two minutes is too often and might make them feel uncomfortable.

4. The correct answer is (b) because you should treat your friends just like any other customer. You are paid to be a waiter or a waitress, so you should not sit down to visit. No one, not even your friends, should have to go to the kitchen to get what they need. You should never give anyone any free food.

5. The correct answer is (a) because you should get whatever your customers need quickly and cheerfully. You should never threaten, ignore, or refuse the customer.

6. The correct answer is (c) because you should always ask your customers if they would like to have a dessert. You should not just take them a dessert you think they would like. Saying, "You must have a piece of apple pie," seems pushy.

7. The correct answer is (d) because you should ask them if they will need anything else and if they don't need anything else give them the check and thank them. The customer should not have to ask for the check. You should always give them the check yourself and thank them.

8. The correct answer is (a) because you should refill the empty glass if the customer wants you to and ask the others if they would like refills, too. You should not ignore the empty glass, but you should offer to fill it.

9. The correct answer is (b) because you should give the customers a chance to read the menu while you get their water. You should not rush right over because that would not give your customers enough time to read the menu and make their decisions. You should, however, be aware and go to the table before the customer has to call you. You should be the one to take the order, so you would not wait for the host to take the order.

10. The correct answer is (d) because you should take an ashtray to the customers and apologize because there was not one on the table already. You should not make it necessary for them drop their ashes on the floor or on their plates by not providing an ashtray. Your dislike for smoking should not cause you to make your customers unhappy.

CUSTOMER SERVICE

Sidework and Bussing

COMPETENCY: Ability fo follow the correct procedures for customer service in a food service facility.

SUB-COMPETENCY: Ability to follow the correct procedures for sidework and bussing in a food service facility.

WORDS TO KNOW:
sidework
beverage cart
condiments
bussing

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define "sidework" (C-K)	Listen as your teacher defines "sidework." When is sidework done? Is it possible to say, "I am sure I have finished doing all the sidework for today."? Why or why not? (See p. 475.)
List sidework duties (C-K)	With your teacher's help, make a list on the chalkboard of sidework duties that might need to be done in a food service facility. Is it possible for sidework duties to be different at different types of food service facilities? How?
Cite the importance of sidework (C-K)	Listen as your teacher tells you the importance of doing sidework. Why is sidework important? What situations might develop if the sidework is not done? How could your not doing the sidework cause confusion? How could the waiter or waitress be slowed down if the sidework is not done? How could the customers be displeased if the waiter or waitress is slow?
Give examples of sidework duties in the food service laboratory (C-C)	With your teacher's help, give examples of sidework duties in the food service laboratory. After giving the examples describe how you would do each sidework duty.
Practice performing sidework duties (P-GR)	With your teacher's help, practice doing sidework duties in the laboratory.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Perform sidework duties (P-M)	Perform sidework duties on a rotating schedule in the food service laboratory.
Identify the beverage cart (C-K)	Look at pictures of various types of carts. [NOTE TO TEACHER: Cut pictures out of commercial catalogs.]
	Watch as your teacher shows you the beverage cart. Did the beverage cart look the way you thought that it would?
Identify supplies and equipment used on the beverage cart (C-K)	Watch as your teacher shows you the supplies and equipment to be used on a beverage cart.
	As your teacher holds up various supplies and equipment, tell whether or not they would go on a beverage cart.
	From a table filled with supplies and equipment, pick out only those needed on a beverage cart. The student who is able to make the correct selections the quickest will win the prize.
Give examples of the supplies and equipment used on the beverage cart (C-C)	Sit in a circle. Take turns naming supplies and equipment needed on a beverage cart. After naming the piece of equipment or the item needed, find that piece of equipment or item in the laboratory. Why is that item needed on the beverage cart? What is that used for?
Practice getting supplies and equipment to be used on a beverage cart (P-GR)	With your teacher's help, practice getting supplies and equipment to be used on a beverage cart.
	Divide into two teams. Taking turns and as quickly as you can, gather all the supplies and equipment to be used on a beverage cart from the places they are stored. A prize will go to the team that is fastest and still selects all the correct items.
Identify the proper arrangement of supplies and equipment on a beverage cart (C-K)	Watch as your teacher shows you how to arrange supplies and equipment on a beverage cart.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	As your teacher holds up an item that goes on the beverage cart tell where the item should be placed.
	Draw cards with pictures of beverage cart items on them. Where should each item be placed?
Explain the importance of properly arranging supplies and equipment on a beverage cart (C-C)	Listen as your teacher tells you why it is important to correctly arrange supplies and equipment on a beverage cart. Why is it important to have supplies and equipment in order? Can knowing exactly where everything belongs make your work go faster? How can putting items on the beverage cart in a certain order save you time and energy?
Practice properly arranging supplies and equipment on a beverage cart (P-GR)	Divide into two groups. Take turns, placing supplies and equipment on a beverage cart correctly.
	With your teacher's help, practice setting up a beverage cart before a laboratory meal experience.
Use the beverage cart correctly (P-M)	Prepare the beverage cart without assistance for use in the food service laboratory. Follow correct procedures for using the beverage cart. Replenish supplies as needed during the meal.
Identify procedures for cleaning the beverage cart (C-K)	Watch as your teacher shows you how to clean the beverage cart. How did your teacher clean the beverage cart? What cleaning agent was used? Were condiment containers and equipment cleaned before they were stored?
Describe procedures for cleaning the beverage cart (C-C)	Describe in your own words the correct way to clean the beverage cart. Should you take everything off before cleaning the beverage cart? Why? What cleaning agent should be used? Should you put uncleaned condiment containers on a clean beverage cart? Why?
Practice procedures for cleaning the beverage cart (P-GR)	With your teacher's help, practice cleaning the beverage cart after it has been used.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Use procedures for cleaning the beverage cart (P-M)	Use correct steps for cleaning the beverage cart whenever needed in the food service laboratory.
Identify the proper procedures for clearing and cleaning the table (C-K)	Watch as your teacher demonstrates clearing and cleaning the table. Why should tables be cleared and cleaned as quietly and as quickly as possible?
Describe the proper procedures for clearing and cleaning the table (C-C)	Describe for your class the correct steps for clearing and cleaning the table. Should you pick up as much as you can carry, take it to the kitchen, and return for another load? Why? How can trays and carts be used to save steps? How should glassware be picked up? How should utensils be picked up? How should plates be picked up? Should dishes be scraped before they are stacked? Should you stack large dishes on smaller dishes? Should you stack glasses or cups inside one another? Where should you wipe crumbs from the table? How is the table cleaned? Where should you take dirty dishes?
	Sit in a circle. Take turns drawing and answering question cards. [NOTE TO TEACHER: Write questions from the preceding learning experience and other similar questions on index cards. Repeat until students can answer correctly and quickly.]
Practice the procedures for clearing and cleaning the table (P-GR)	With your teacher's help practice clearing and cleaning the table. [NOTE TO TEACHER: Set the table to appear as it might at the end of a meal. Let students take turns at quickly but carefully clearing and cleaning the table.]
	Practice clearing and cleaning the table after a meal in the laboratory.
Use correct procedures for clearing and cleaning the table (P-GR)	Use correct steps for clearing and cleaning the table whenever needed in the food service laboratory.

WORDS TO KNOW
About Sidework and Bussing
(Teacher Information Sheet)

sidework - duties other than serving guests which are performed before and during the meal. Sidework includes different duties at different food service facilities. Duties that might be included are: folding napkins, wrapping silver, refilling salt, pepper and sugar containers and bringing clean glasses and cups from the kitchen to the dining area.

beverage cart - a table on wheels that holds drinks, condiments and tools.

condiments - flavorings added to foods. Condiments for drinks include sugar, cream, artificial sweetner, and lemon.

bussing - clearing away dirty dishes and helping the waiter or waitress. Bussing duties are different at different food service facilities. Duties that might be included are: setting tables, preparing and serving drinks, pouring water, removing soiled dishes from tables and cleaning tables.

SIDEWORK AND BUSSING

1. Clear tabletops.
2. Carry dirty dishes to kitchen.
3. Clean tabletops.
4. Dust chairs after each guest leaves.
5. Clean ashtrays.
6. Place chairs and tables in orderly manner.
7. Change table linens.
8. Set table with clean items.
9. Clean and fill condiment containers.
10. Fold napkins.
11. Clean up spills and breakage to prevent accidents.
12. Stock service station.
13. Sort, count, and store utensils at proper storage place.
14. Serve water, coffee or tea, and rolls and butter.
15. Make coffee.
16. Fill water pitcher.
17. Stock roll bin.
18. Clean serving trays and cart.
19. Clean floors.

CUSTOMER SERVICE

Handling Money

COMPETENCY: Ability to follow the correct procedures for customer service in a food service facility.

SUB-COMPETENCY: Ability to follow the correct procedures for handling money in a food service facility.

WORDS TO KNOW:

money
coin
bill
dollar
half dollar
quarter
dime
nickel
penny
cent
cash register
count
total
check
credit card
credit
credit card machine
credit card ticket
customer ticket

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
State the purpose for having money (C-K)	Listen as your teacher tells the purpose for having money. What do people do with money? What do you do with money? What kind of things do you buy with money? How do people get money? With your teacher's help, make a list on the chalkboard of things you can do with money.
Identify money (C-K)	Watch as your teacher shows you some real money and some play money. Which kind of money can you take to the store to buy things? Which kind of money will you use to practice with in your classroom?
Identify money of various amounts (C-K)	Watch as your teacher shows you a real penny, nickel, dime, quarter, half dollar, and dollar. As your teacher holds up a coin or bill, say what the coin or bill is called.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Look at a dollar bill and a two dollar bill. Are all bills dollar bills? What is different between two bills of different amounts? Are they the same size? Are they the same color? Are the numbers in the corners of the bill alike? Are the pictures on the fronts of the two bills of the same person? Do the backs of the two bills look alike?
	Watch as your teacher shows you play money of various amounts. [NOTE TO TEACHER: Select play money that is similar to real money in size, color, and shape.]
	As your teacher holds up a play coin or bill, say what the coin or bill is called.
Describe money of various amounts (C-C)	As your teacher tells you the name of a coin or bill, take turns describing what that coin or bill looks like. What shape is it? What color is it? How large in size is it in comparison to the other coins and bills? How large in amount is it in comparison to the other coins and bills?
Name methods for counting money (C-K)	Watch and listen as your teacher shows you how to count money by using the flannel board. [NOTE TO TEACHER: Cut out shapes to represent coins and bills. Make them as realistic in size, shape, and color as possible. Glue a small piece of flannel to the back of each piece of play money. You may now use this paper money in a variety of ways. Put a flannel line down the middle of the flannel board. On one side of the line put a "dime." On the other put ten pennies or two nickels and tell the students that the two sides are equal. You may use the flannel board with many different combinations of coins so the students can understand the relationships between the coins.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Watch as your teacher demonstrates counting play money. [NOTE TO TEACHER: Use the method for counting money that you feel will help your students most and that you will be the most comfortable with. You might like to separate like coins and bills into stacks, count the stacks and add the total amount.]
Describe the relationships between various coins and bills (C-C)	As your teacher puts paper money on one side of the flannel board, you place an equal amount of money on the other side. You may not put exactly the same coin, coins, or bills that your teacher puts up. [NOTE TO TEACHER: You can make this as simple or as difficult as you wish to meet the individual needs of students.]
Practice counting money (P-GR)	Receive an envelope of play money from your teacher. Count the money in your envelope with your teacher's help. [NOTE TO TEACHER: You might do this experience two different ways. You can prepare envelopes that are alike for both yourself and each student. Then, as a group, everyone will count the money in their envelopes with you as the leader. Another way might be individual envelopes with different amounts of play money so you can provide more individual instruction.]
	Receive three envelopes with various amounts of money from your teacher. Open each envelope separately and count the money inside. Write the amount of money that is in each envelope on the outside of the envelope or state the amount of money to the teacher. Let your teacher check your work.
Name the method for making change (C-K)	Watch and listen as your teacher demonstrates making change.
Describe the method for making change (C-C)	Put into your own words what making change is and how it is done. Tell your class your ideas. Why is giving the customer the correct change important? Do you think the customer would be happy if you did not give back enough change? Do you think your boss would be happy if you gave back too much change? Why or why not?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice making change (P-GR)	With your teacher's help, practice making change using play money for the following situations: A man needs change for a dollar in quarters. A woman wants change for a dollar in dimes. A boy wants change for a quarter in pennies. [NOTE TO TEACHER: Make up as many of these types of problems as your students need.]
	Pretend you are the cashier in a restaurant as you work the following problems: A man's bill is 75¢, but he gives you $1.00. A lady's lunch costs $3.20, but she gives you $3.25. A couple's total check is $9.40, but they give you $10.00. How much change should be returned in each situation? [NOTE TO TEACHER: Make up more problems as needed.]
Make change (P-M)	Count out the correct change to food service customers as needed on serving day when you are assigned the duties of cashier.
Identify the cash register (C-K)	Look at a poster of different types of cash registers. Watch and listen as your teacher shows and tells you about the cash register in the laboratory. Does the cash register in your laboratory look like the cash registers in the poster? How are all the cash registers alike? [NOTE TO TEACHER: Cut pictures of cash registers out of catalogs.]
	For one week keep a record of all the cash registers that you see in stores or restaurants. At the end of the week, tell your teacher and your classmates about the cash registers that you saw. Where did the numbers show up on the cash register? Did the amount of the purchase show up? Did the amount of change you should get back show up? Where was the money drawer? How was money placed in the drawer? Where were checks kept? Was the cash register like the one in the laboratory? If not, how was it different? What did the buttons look like? If you saw a ticket, what did the printing look like? How large was the cash register? Where was it located?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
State the procedures for using the cash register (C-K)	Watch and listen as your teacher demonstrates the use of the cash register. Listen as your teacher tells you how to receive payment. [NOTE TO TEACHER: See p. 483.]
Describe the procedure for using the cash register (C-C)	Describe for your teacher and the rest of the class the steps for using the cash register. Sit in a circle. Going around the circle, each person will name and describe a step in receiving payment. Tell the steps in order and do not leave any out.
Practice using the cash register (P-GR)	With your teacher's help, practice using the cash register. Play "cafeteria." One student is the cashier while everyone else is a customer. Each "customer" will have $3.00 to spend. As they go through the line they may select priced food pictures. [NOTE TO TEACHER: If you want to also practice cafeteria service, some students may also pretend to be cafeteria line workers. Rotate the roles in this job so that everyone who is capable can practice being the cashier.]
Use the cash register (P-M)	Use the cash register as needed in the food service laboratory.
Define "check" (C-K)	Listen as your teacher defines "check" and tells why people use checks. What is a check? Have you seen a check? What do checks look like? Why do people give checks?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe the procedure for accepting a check (C-C)	Listen as your teacher tells you the steps to go through before you accept a check. Have you seen people give checks before? What kind of information were they asked for before the check could be accepted? Do different stores have different steps? Describe some of the ways you have seen. [NOTE TO TEACHER: Procedures for accepting checks vary from place to place. Therefore, it should be stressed that it is important to follow the correct procedures for the place where you are employed.]
Define a "credit card" (C-K)	Listen as your teacher defines "credit card" and tells why people use credit cards. Have you seen credit cards before? What do credit cards look like? Why do people use credit cards?
Describe the procedure for accepting a credit card (C-C)	Watch as your teacher demonstrates using a credit card machine to get the information from the credit card to the credit card ticket and then writes the order and the price of the order on the credit card ticket. Are these the same steps that are used in stores that accept credit cards? Describe the steps used in stores you have visited. After all the information is filled in, who signs the ticket? Why?

WORDS TO KNOW
About Handling Money
(Teacher Information Sheet)

money - pieces of metal or paper used to buy things.

coin - a small, round piece of metal money.

bill - a piece of paper money.

dollar - a bill or coin worth one-hundred cents. The symbol for dollar is "$."

half dollar - a coin worth 50¢. It takes two half dollars to make one dollar.

quarter - a coin worth 25¢. It takes four quarters to make one dollar.

dime - a coin worth 10¢. It takes ten dimes to make one dollar.

nickel - a coin worth 5¢. It takes two nickels to make a dime. It takes five nickels to make a quarter. It takes twenty nickels to make one dollar.

penny - a coin worth 1¢. It takes five pennies to make a nickel. It takes ten pennies to make a dime. It takes twenty-five pennies to make a quarter. It takes one hundred pennies to make a dollar.

cent - a coin that equals one penny. The symbol for cent is "¢."

cash register - a machine that adds up prices and holds money in a drawer.

count - to name one by one to find the total number.

total - the whole amount.

check - a written order that tells a bank to pay out one's money.

credit card - a card that lets you buy on credit.

credit - to buy now and pay later.

credit card machine - a machine used to put information from a credit card on a credit card ticket.

credit card ticket - a slip of paper that has the customer's name, credit card number, order, and the price of the food order, the tip, and the total written on it. After all the information is filled in, the customer signs the ticket.

customer ticket - a slip of paper that has the food order and the price of the order written on it.

Receiving Payment

1. Take guest check and money.
2. State the amounts of check and money. Example: $2.25 out of $5.00.
3. Place guest check and money to one side of cash register.
4. Record the sale on the cash register.
5. Count out change from drawer.
6. Count out loud as you hand the change to the guest. Repeat the amount of the check, then count up from smallest coin to largest bill. Example: $2.25, $2.50, $3.00, $4.00, and $5.00.
7. Hand bills to guest face up.
8. Thank the guest.
9. Place money in the drawer.
10. File guest check.

LEARNER PROGRESS RECORD

LEARNER PROGRESS RECORD

The VEH teacher's records of each student's progress can provide information which aids in determining the student's job-related abilities, potential employability, and needs for additional training. The Learner Progress Record provides a concise and effective tool for summarizing each student's progress and for planning the student's future education.

Although the VEH teacher will keep more detailed records of student progress during the year, it is useful to summarize the student's progress more concisely at the end of the year. The Learner Progress Record can be used to show the progress the student has made during the year toward achieving the competencies needed by entry-level food service workers. This summary is then available for communicating with the student, parents, special education teachers, academic teachers, counselors, diagnosticians, resource teachers, Vocational Adjustment Counselors, school administrators, and others regarding the student's progress.

The Learner Progress Record is an especially useful tool for planning for the VEH student's future educational needs. It can provide guidance for developing both initial and subsequent Individual Educational Plans (IEP's) for the special education student. It can also provide valuable insights needed by the Vocational Adjustment Counselor in planning job placement for the special education student.

LEARNER PROGRESS RECORD

NAME: ______________________________

PROGRESS RECORD				COMPETENCIES AND SUB-COMPETENCIES
INTRODUCED	ATTEMPTED	IMPROVING	COMPETENT	
				Ability to use appropriate sanitary procedures in commercial food service.
				-Ability to maintain good personal sanitation habits and good manners on the job.
				-Ability to use sanitary food handling and food preparation techniques.
				-Ability to maintain the food service facility in a sanitary manner.
				-Ability to correctly perform dishwashing procedures.
				Ability to follow correct safety procedures in the food service laboratory.
				-Ability to follow correct safety precautions in the food service laboratory.
				-Ability to follow correct fire safety procedures in the commercial food service laboratory.
				-Ability to follow correct emergency procedures in the commercial food service laboratory.
				Ability to follow correct storage procedures in the commercial food service laboratory.
				-Ability to follow correct pantry storage procedures in the commercial food service laboratory.
				-Ability to follow correct refrigerator storage procedures in the commercial food service laboratory.
				-Ability to follow correct freezer storage procedures in the food service laboratory.
				Ability to follow the correct procedures for the safe use and care of small commercial food service equipment.

PROGRESS RECORD				COMPETENCIES AND SUB-COMPETENCIES
INTRODUCED	ATTEMPTED	IMPROVING	COMPETENT	
				-Ability to correctly and safely use and care for hand utensils.
				-Ability to use and care for knives following correct and safe procedures.
				-Ability to safely and efficiently operate the commercial can opener.
				-Ability to correctly and safely use and care for weighing and measuring equipment.
				-Ability to correctly and safely use and care for pots and pans.
				-Ability to correctly and safely use and care for a pressure sauce pan.
				-Ability to safely and efficiently use serving equipment.
				-Ability to use appropriate linens for specific task.
				Ability to follow correct procedures for the safe use and care of major commercial food service equipment.
				-Ability to correctly and safely use and care for cleaning and disposer equipment.
				-Ability to correctly and safely use and care for a garbage disposer.
				-Ability to correctly and safely use and care for a tea urn.
				-Ability to correctly and safely use and care for a coffee brewer.
				-Ability to correctly and safely use and care for a malt mixer.
				-Ability to correctly and safely use and care for an ice machine.
				-Ability to correctly and safely use and care for a toaster.
				-Ability to correctly and safely use and care for a food mixer.
				-Ability to correctly and safely use and care for a general purpose bake oven.
				-Ability to correctly and safely use and care for a convection oven.

PROGRESS RECORD				COMPETENCIES AND SUB-COMPETENCIES
INTRODUCED	ATTEMPTED	IMPROVING	COMPETENT	
				-Ability to correctly and safely use and care for a microwave oven.
				-Ability to correctly and safely use and care for a range top.
				-Ability to correctly and safely use and care for a griddle.
				-Ability to correctly and safely use and care for a deep fat fryer.
				-Ability to correctly and safely use and care for a hood and exhaust fan.
				-Ability to correctly and safely use and care for holding and serving equipment.
				Ability to use correct food production techniques.
				-Ability to apply preparation terms to the correct techinques.
				-Ability to follow a basic recipe.
				-Ability to use measuring equipment correctly.
				-Ability to recognize measuring terms.
				-Ability to save time and energy.
				-Ability to divide foods into equal portions.
				-Ability to use various portioning tools accurately.
				-Ability to portion food quickly and safely.
				-Ability to place a portion of food on or in a serving dish.
				-Ability to prepare a beverage correctly and safely.
				-Ability to prepare beverages which taste good.
				-Ability to prepare quality hot and cold sandwiches.
				-Ability to clean and store vegetables.
				-Ability to prepare salads.

PROGRESS RECORD				COMPETENCIES AND SUB-COMPETENCIES
INTRODUCED	ATTEMPTED	IMPROVING	COMPETENT	
				-Ability to prepare salad dressings.
				-Ability to prepare safely all forms of fruits and vegetables.
				-Ability to correctly cook all forms of fruits and vegetables.
				-Ability to prepare quality sauces, gravies, and soups.
				-Ability to prepare quality quick breads.
				-Ability to prepare crumbs for dishes.
				-Ability to heat bread.
				-Ability to prepare quality pastry products, pies, cakes, cookies, milk desserts, and gelatin desserts.
				-Ability to decorate any kind of desserts.
				-Ability to prepare quality egg dishes.
				-Ability to prepare and cook quality cheese dishes.
				-Ability to identify meats commonly used in food preparation.
				-Ability to handle and store raw and cooked meats in a safe and sanitary manner.
				-Ability to cook meat as directed.
				-Ability to identify the poultry needed for a recipe.
				-Ability to handle and store poultry properly.
				-Ability to tell when poultry is done.
				-Ability to cook poultry by various methods.
				-Ability to identify the parts of a bird which are light or dark meat.
				-Ability to identify the forms of fish available.
				-Ability to handle and store fish in a safe and sanitary manner.

PROGRESS RECORD				COMPETENCIES AND SUB-COMPETENCIES
INTRODUCED	ATTEMPTED	IMPROVING	COMPETENT	
				-Ability to cook fish as directed.
				-Ability to prepare quality cereal.
				-Ability to prepare quality pasta.
				-Ability to store spices, herbs, and extracts properly.
				-Ability to prepare a dish using different spices, herbs, or extracts correctly.
				-Ability to serve quality appetizers and garnishes.
				-Ability to prepare and place different kinds of garnishes on a dish.
				-Ability to prepare several kinds of appetizers.
				Ability to follow the correct procedures for customer service in a food service facility.
				-Ability to follow the correct procedures for table service in a food service facility.
				-Ability to follow the correct procedures for cafeteria service in a food service facility.
				-Ability to follow the correct procedures for fast food service in a food service facility.
				-Ability to follow the correct procedures for sidework and bussing in a food service facility.
				-Ability to follow the correct procedures for handling money in a food service facility.

REFERENCE LIST
FOR
VEH FOOD SERVICE GUIDE

Materials Developed and Distributed by

Home Economics Instructional Materials Center
Texas Tech University
Box 4067
Lubbock, Texas 79409

Directed by

Texas Tech University
College of Home Economics
Department of
Home Economics Education
Lubbock, Texas

In cooperation with

Texas Education Agency
Department of Occupational
Education and Technology
Homemaking Education
Austin, Texas

VEH FOOD SERVICE

Books

T Aiken, Brenton R. The Waiter/Waitress Manual. New York, New York: McGraw-Hill Book Company, 1976. 128 pp. ($5.12, l.p. Jobs in the food service industry; on the job--tables and equipment; interpreting the menu; ordering the meal; serving and clearing; preparing and presenting the check; handling math; health; sanitation; safety; kinds of restaurants; kinds of service; and special kinds of service.)

T Amendola, Joseph. The Baker's Manual. 3rd ed. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1972. 191 pp. ($8.57, s.p. Basic recipes and the fundamentals of the art and science of baking: yeast-made products, cakes, cookies, pies, puddings and sauces, icings, assorted pastries, and desserts; and a baker's dictionary.)

T Anderson, Henry W. The Modern Food Service Industry: An Introductory Guide. Dubuque, Iowa: Wm. C. Brown Company, Publishers, 1977. 350 pp. ($11.95, l.p. Detailed job descriptions, the food service industry today, doing business in the food business, and women's job procurements and opportunities.)

Appleton, Myra. John The Second Best Cook in Town. New York, New York: Webster/McGraw-Hill, 1966. 45 pp. ($2.92, l.p. Story about a boy who works as a dishwasher. G: 7; SBF.)

T Baron, Henrietta. Everybody Can Cook. Seattle, Washington: Special Child Publications, 1977. 191 pp. ($8.95, l.p. Teaching the physically and mentally handicapped, including the blind, elderly, and the orthopedically handicapped, to prepare low-budget, nutritious meals independently; innovative tools and methods are described.)

T Being a Food Service Worker. Bowie, Maryland: Robert J. Brady Company, 1967. 276 pp. ($5.50, l.p. Training information for food service workers to be employed in hospitals, clinics, and nursing homes. Safety, sanitation, nutrition, preparation and service of food, and cost control. G: 9.)

Borisoff, Norman. Nick the Waiter. New York, New York: McGraw-Hill Book Company, 1966. 43 pp. ($2.92, l.p. Story about a boy who becomes a waiter. Easy reading. G: 7; SBF.)

S T Brinkley, Jeanne Hayden; Chamberlain, Valerie M.; and Champion, Frances. Teen Guide to Homemaking. 4th ed. New York, New York: McGraw-Hill Book Company, 1977. 528 pp. ($13.20, l.p. NOTE: 1972 ed., Texas state adopted text. Human and family relationships, home management, foods and nutrition, and consumer information. G: 9.)

S	State adopted textbook	SBF	Sex Bias Free
T	Teacher reference	SBI	Sex Biased Illustrations
l.p.	list price	SBL	Sex Biased Language
s.p.	school price	SS	Sex Stereotyping
G	Grade level readability		

T Cornelius, Ethelwyn G. Food Service Careers. Rev. ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979. 336 pp. ($13.96, l.p., teacher's guide. Survey of food industry opportunities, training required, how-to-procedures in sales and service, food production, sanitation, equipment, and methods. G: 9.)

T Cronan, Marion L., and Atwood, June C. First Foods. Rev. ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976. 286 pp. ($9.72, l.p. Basic experimentation with food; eating habits, fun and work in kitchen, planning menus, making breakfast, packing lunch; money's worth, family dinner, entertaining, feeding children, weight watching, consumerism; and careers.)

T Dennler, Louise. Food Preparation: Study Course. Ames, Iowa: The Iowa State University Press, 1971. 149 pp. ($6.95, l.p. Selecting, preparing, and serving foods; using procedures to improve or retain flavor, appearance, and maximum nutrients; increasing digestability of food, and using standardized recipes, measures, and preparation.)

T Finance, Charles. Buffett Catering. New York, New York: Hayden Book Co., 1958. 256 pp. ($15.54, l.p. Preparation and display of food for buffet service.)

T Food Service. Austin, Texas: Instructional Materials Center, 1970. 141 pp. ($6.00, l.p.; $2.50, l.p., answer book. Basic entry-level information on waiter/waitress training in food service establishments, front-of-house operations, and some basics on food preparation.)

Food Service. New Brunswick, New Jersey: Vocational-Technical Curriculum Laboratory, 1971. 193 pp. ($3.75, l.p.; $3.75, l.p., teacher's guide. Cleanliness, safety, table setting, kitchen equipment, portioning, serving and removing food, preparing simple desserts and salads: designed for instructing deaf children in food service, and suitable for very slow-learning children. G: 5; SBI, SBL, SS.)

T Food Service Employee, Teacher Edition. Rev. ed. Lubbock, Texas: Home Economics Instructional Materials Center, 1975. 315 pp. ($12.00, l.p., in Texas; $15.00, l.p., out-of-state; $7.50, l.p., student copy in Texas; $10.00, l.p., student copy out-of-state. Sanitation; safety; commercial food service equipment; nutrition; food production; work stations; table service; receiving, storing, and issuing food and supplies. G: 9, student edition.)

Food Training Routines I and II. Boston, Massachusetts: Cahners Publishing Co., Inc., 1971. 96 pp. ($5.95, l.p. Easy-to-follow directions offer a step-by-step approach to 23 food preparation areas, operation and use of equipment, and quantity recipes. G: 9, SBF.)

Foodservice Career Education Series. Boston, Massachusetts: Cahners Publishing Co., Inc., 1974. 72-170 pp. each. ($3.75, l.p., each module. 18 modules. Competency-based training program for food service career training with test/workbook modules for kitchen sanitation, food service vocabulary, food service safety, cleaning and sanitation, bussing attendant, customer/employee relationships, food care and food storage, sandwich preparation cashiering, salad preparation, counter service, waiter/waitress, host/hostess, dishwashing procedures, fry cooking, grill cooking, breakfast preparation, and luncheon cooking. G: 7-10; SBF.)

T Fowler, Sina Faye, et al. Food for Fifty. 5th ed. New York, New York: John Wiley and Sons, Inc., 1971. 548 pp. ($15.95, l.p. Weights and measures, food substitutions and proportions, baking temperatures, syrups and candies, deep-fat frying, spices and seasonings, cooking terms, recipes, and menu planning.)

T Harris, Ellen Adeline. Professional Restaurant Service. New York, New York: McGraw-Hill Book Company, 1966. 99 pp. ($7.96, l.p. Meeting the public, personal appearance, service of food and applying for a job in restaurant service.)

T Ireland, Richard G. The Professional Waitress: Training Resource Manual. Rev. ed. Chicago, Illinois: National Restaurant Association, n.d. 280 pp. ($29.95, l.p. Developing training programs for all types of food service operations, waitress training, and reference list of available training materials and tests.)

T Kahan, Ellen House. Cooking Activities for the Retarded Child. Nashville, Tennessee: Abingdon Press, 1974. n.p. ($2.50, l.p. Basic skills needed, food identification, cleaning up, safety, basic vocabulary for this book, measuring utensils, basic symbols and recipes.)

T Kaplan, Aaron. Elements of Food Production and Baking. New York, New York: ITT Educational Services, Inc., 1971. 310 pp. ($11.12, l.p. Order from Bobbs-Merrill Educational Publishing. Sanitation and safety, tools and equipment, basic cookery methods, baking techniques, beverage preparation, convenience foods, and microwave ovens.)

Kipniss, Jean. Judy the Waitress. New York, New York: McGraw-Hill Book Company, 1966. 43 pp. ($2.92, l.p. Story about a girl who becomes a waitress. G: 7; SBF.)

T Klinger, Judith Lannefeld. Mealtime Manual for People with Disabilities and the Aging. Camden, New Jersey: Campbell Soup Company, 1978. 269 pp. ($7.58, l.p. Meal plans, kitchen-tested preparation techniques, and a list of supplies and other resources for people with disabilities.)

S T Lewis, Dora S.; Peckham, Gladys C.; and Hovey, Helen S. Family Meals and Hospitality. New York, New York: Macmillan Company, 1972. 560 pp. ($9.57, s.p. Food and health, attractive meals, entertaining, mealtime manners, special meals, preserving foods, advancing food technology, malnutrition and food supply, and planning careers in food. G: 9.)

T Nichols, Herbert L., Jr. Cooking with Understanding. Greenwich, Connecticut: North Castle Books, 1971. 826 pp. ($12.50, l.p.; $2.50, l.p., guidebook. Food preparation; freezing, canning, and preserving; nutrition; sanitation; and equipment.)

T Redick, Sharon S. Physically Handicapped Student in the Regular Home Economics Classroom: Teaching Nutrition and Foods. Danville, Illinois: Interstate, 1976. 226 pp. ($5.95, l.p. Steps to success in teaching the mainstreamed physically handicapped student, modification of home economics curricula and facilities, nutrition, and foods curriculum, and teaching games.)

Restaurant Language. St. Paul, Minnesota: Changing Times Education Service Division, n.d. 80 pp. ($2.25, l.p. Flash cards for book are available, $1.10 per set. Basic word book with exercise puzzles and games. G: 1.9; SBF.)

Rodgers, Frederick, and Larsen, Katherine. Let's Do Some Cooking. Champaign, Illinois: CEPCO: Continuing Education Publication Company, n.d. 100 pp. ($8.50, l.p. Fundamental preparation processes: measuring, timing, food handling and processing, cooking methods, and food combining processes; recipes are written clearly with distinctive cue's for cooking decisions; safety warnings, glossary of words, and symbol dictionary. G: 6.7-7; SBF.)

Shenk, Carol. Sue Learns About the Use of Measurements in Cooking. Liverpool, New York: Frank E. Richards Publishing Company, Inc., 1971. 89 pp. ($2.00, l.p. Self-paced for the educable mentally retarded: measuring utensils; measuring dry ingredients, liquids, and fats; abbreviations, equivalents. G: 7; SBI, SBL.)

T Sultan, William J. Elementary Baking. New York, New York: McGraw-Hill Book Company, 1969. 268 pp. ($8.12, l.p. $6.40, l.p., workbook. Basic guide to baking and preparation of quick bread and yeast bread products, fried products, pies, cakes, puff pastry, and cookies.)

Today's Busboy. New York, New York: Chain Store Publishing Corporation, 1971. 140 pp. ($2.50, l.p. Self-instructional training program. G: 8; SBI, SBL, SS.)

Today's Dishwashing Machine Operator. New York, New York: Chain Store Publishing Corporation, 1971. 170 pp. ($2.50, l.p. Self-instructional training program. G: 8; SBI, SBL, SS.)

Today's Waitress. New York, New York: Chain Store Publishing Corporation, 1971. 200 pp. ($2.50, l.p. Self-instructional training program. G: 9; SBI, SBL, SS.)

T Villella, Joseph A. The Hospitality Industry--The World of Food Service. New York, New York: McGraw-Hill Book Company, 1975. 342 pp. ($12.75, l.p.; $3.00, instructor's manual and key. History of industry, types of operations, jobs, departments, stations, equipment, dishwashing, pot and pan washing, warewashing, and cleaning machines, raw materials and main foods, sanitation, convenience foods and automatic vending, facilities design, and house rules and personal qualities.)

Weaver, Ann A. Getting Ready to Cook. Belmont, California: Fearon-Pitman Publishers, Inc., 1973. 64 pp. ($2.36, l.p. Basic information about reading recipes, measuring ingredients, using a stove, kitchen health and safety, setting a table, serving meals, and keeping the kitchen clean. G: 2.8; SBF.)

Weaver, Ann A. Planning Meals and Shopping. Belmont, California: Fearon-Pitman Publishers, Inc., n.d. 64 pp. ($2.36, l.p. In simple steps, students learn how to plan meals, budget food, money, prepare shopping lists, compare food stores, shop wisely, and store food. G: 2.5; SBF.)

Weaver, Ann A. The Young Homemaker's Cookbook. Belmont, California: Fearon-Pitman Publishers, Inc., 1974. 64 pp. ($2.36, l.p. Takes the beginner step-by-step through a series of recipes from basic breakfasts to delightful dinners. G: 2.9; SBF.)

PAMPHLET SOURCES

American Home Economics Association, 2010 Massachusetts Avenue, Northwest, Washington, D.C. 20036.

American Institute of Baking, 400 East Ontario Street, Chicago, Illinois 60611.

National Association for Retarded Citizens, P.O. Box 6109, 2709 Avenue E East, Arlington, Texas 76011.

National Easter Seal Society for Crippled Children and Adults, Inc., 2023 West Ogden Avenue, Chicago, Illinois 60612.

Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

United States Department of Health, Education, and Welfare, Washington, D.C. 20201.

United States Government Printing Office, Superintendent of Documents, Washington, D.C. 20402.

PERIODICALS

Co-ed. Englewood Cliffs, New Jersey: Scholastic Magazines, Inc. ($5.00, 10 issues. Published monthly--September to June. Special features on child development; intellectual, social, emotional, and physical aspects of teenage girls; food preparation; fashion; to make, to buy; housing; and money management.)

Encore. Washington, D.C.: Library of Congress. (Free loan from your regional library. Bimonthly recording supplying Braille and "talking" (recorded) books and recorded tape cassettes to those who cannot read conventional print.)

Family Circle. ($0.55, single copy; available at newsstands. Published monthly. Home furnishings, decorating, food, fashions, beauty, health, diet, and nutrition.)

Forecast. Englewood Cliffs, New Jersey: Scholastic Magazines, Inc. ($5.00, 9 issues. Order from Forecast for Home Economics. Published monthly--September to April, bimonthly May/June. Co-ed magazine. Teaching techniques, special features, clothing and textile arts, health and grooming, food and nutrition, home furnishings and equipment, careers, crafts, personal development, and consumer awareness.)

Future Homemaker. Austin, Texas: Texas Education Agency. ($0.20, a year. Available only to Texas FHA. Published four times a year--August, October, January, May. Highlights from homemaking programs in Texas.)

Good Housekeeping. New York, New York: Hearst Corporation. ($8.97, one-year; $16.97, 2 year; and $24.97, 3-year subscription. Published monthly. Home furnishings, food, beauty, health, needlework, fashions, home building, and decorating, diet and nutrition.)

Green Pages. Winter Park, Florida: Products and Services for the Handicapped. ($6.00, annual subscription. Published quarterly. A directory of products and services for the handicapped.)

Illinois Teacher of Home Economics. Urbana, Illinois: Illinois Teacher, University of Illinois. ($7.50, 1-year subscription. Published five times during academic year. Teaching techniques and curriculum ideas.)

Ladies' Home Journal. New York, New York: Downe Publishing Co., Inc. ($6.99, 1-year; $9.99, 2-year subscription; $0.75, single copy. Published monthly. Food and equipment, fashions and sewing, health and beauty, home furnishings, decorating and crafts.)

Penney's Forum. New York, New York: J.C. Penney Company, Inc. (Free. Distributed by managers of J.C. Penney Stores biannually. Curriculum ideas; teaching techniques; and special features such as value clarification, consumerism, interpersonal relationships, attitudes, behavior, human potential, and other information for educators.)

School Foodservice Research Review. Denver, Colorado: Research Review. ($5.00, 1-year subscription. Research and ongoing projects in institutional food service; school lunch, breakfast, and milk programs; food service for the handicapped, for preschool children, and for the elderly.)

Teen Times. Washington, D.C. Future Homemakers of America. ($4.00, 1-year subscription; $0.75, single copy. Published quarterly--September/October, November/December, January/February, March/April. Project ideas, issues of concern to teens, and leadership techniques.)

Tips and Topics. Lubbock, Texas: Texas Tech University. ($4.00, quarterly. Order from: Tips and Topics. Teaching ideas and information on current trends in the field of home economics.)

What's New in Home Economics. Philadelphia, Pennsylvania: North American Publishing Company. ($29.00, 15 issues. Published monthly--May, September, and December; twice monthly--January, February, March, April, October, and November. Special features on child development, consumer education, nutrition, clothing and textiles, housing, and money management; critique of new educational materials and teaching techniques.)

PERIODICAL SOURCES

School library and local newsstand

TEACHING AIDS

The Coffee That Came to Dinner. New York, New York: Pan American Coffee Bureau, 1970. (Free loan. One 16mm film, color, sound, 15 minutes. Training personnel on brewing, demonstrations on procedures for making, trouble spots, and equipment.)

Dan the Dependable Dishwasher. Minneapolis, Minnesota: Restaurant-Hotel Learning Aids, n.d. ($25.00, l.p., purchase. One 35mm filmstrip, color, sound, cassette. Happy cartoon examination of the role of the dishwasher in the well-run and efficient food service operation.)

Dining Room Sanitation. Sherman Oaks, California: National Educational Media, Inc., 1970. (Free loan. Order from Texas Department of Health Resources. One 16mm film, color, sound, 12 minutes. Techniques of sanitary food handling for dining room personnel; importance of the server's personal cleanliness, hygiene, and grooming; sanitary practices necessary before reporting to work, and dining room practices that inhibit growth of germs.)

Food Preparation (Home/Food Service). Cincinnati, Ohio: Procter and Gamble Company, 1975. ($3.75, l.p. One teaching unit, Educator Resource Guide, 17 student worksheets (duplicating masters), 6 master visuals for making overhead transparencies. Part I, Food Facts for Home--nutrition, meal planning, food preparation skills (baking, frying); Part II, Facts About Food Service--job opportunities and basic food service skills.)

Jack and the Beanplate. Minneapolis, Minnesota: Restaurant-Hotel Learning Aids, n.d. ($25.00, l.p., purchase. One 35mm filmstrip, color, sound, 14 minutes, record, training directions, 13 written tests. Cartoons depict bussing duties and responsibilities, courtesy, customer contact, cleanliness, and cooperation with fellow workers.)

Mr. Dish Machine Operator. Sherman Oaks, California: National Educational Media, Inc., 1970. (Free loan. Order from: Texas Department of Health Resources. One 16 mm film, color, sound, 13 minutes. Operation of commonly-used dish machines; correct way of loading dishes, cups, glasses, and silverware; prerinsing; safe, sanitary handling of dishes after they are washed; temperature control; use of detergents and other chemicals; and rules for cleaning the dish machine.)

Principles of Food Service. New York, New York: Butterick Publishing, 1977. ($188.00, l.p., complete set. Eight filmstrips, color, sound, 10 minutes each, cassettes, teacher's guide. Program 1: Food Service, Sanitation, Safety, Economy and Efficiency; Program 2: The Customer is the Key, Courtesy, Atmosphere, and Food Presentation.)

Safety in the Kitchen. Costa Mesa, California: Franklin Clay Films, 1974. ($20.50, l.p., purchase with cassette; $21.50, l.p., purchase with record. One filmstrip, color, sound, 12 minutes, cassette or record, discussion guide. Causes of accidents in the kitchen--falls, fires, burns, chemicals, and electrical shock; and preventive measures.)

Small Wonders in the Kitchen. Rev. ed. Wooster, Ohio: Rubbermaid Incorporated, 1977. (Free. One resource kit, small equipment spirit masters, wall chart, word search puzzle, spirit masters. Identifying the basic small equipment tools, differentiating tools by the tasks they are to perform, and knowing how to use each piece of equipment.)

Wally the Willing Waiter. Minneapolis, Minnesota: Restaurant-Hotel Learning Aids, n.d. ($25.00, l.p., purchase. One 35mm filmstrip, color, sound, 13 minutes, record, training directions, 15 written tests. Cartoon depicts proper table service, appearance, courtesy, cleanliness, attitude and salesmanship.)

What is a Cook? Minneapolis, Minnesota: Restaurant-Hotel Learning Aids, n.d. ($25.00, l.p., purchase. One 35mm filmstrip, color, sound, 14 minutes, cassette. The role and importance of the cook in the food service operation: duties and responsibilities, satisfactions and rewards, and skills required.)

TEACHING AID SOURCES

Association Films, Inc., 8615 Director's Row, Dallas, Texas 75247.

Carnation Company, 5045 Wilshire Boulevard, Los Angeles, California 90036

CEPCO: Continuing Education Publication Company, P.O. Box 2590, Station A, Champaign, Illinois 61820.

Fearon-Pitman Publishers, Inc., 6 Davis Drive, Belmont, California 94002.

Local county extension agent.

Local 3M business products dealer.

National Association of Hearing and Speech Agencies, 919 Eighteenth Street, Northwest, Washington, D.C. 20006.

National Dairy Council, 111 Canal Street, Chicago, Illinois 60018.

PUBLISHER'S LIST

Abingdon Press
201 Eighth Avenue, South
Nashville, TN 37202

Chas. A. Bennett, Co., Inc.
809 W. Detweiller Drive
Peoria, IL 61614

Robert J. Brady, Co.
Routes 197 and 450
Bowie, MD 20715

William C. Brown, Company,
Publishers
2460 Kerper Boulevard
Dubuque, IA 52001

Cahners Publishing Co., Inc.
89 Franklin Street
Boston, MA 02116

CEPCO: Continuing Education
Publication Company
P.O. Box 2590
Station A
Champaign, IL 61820

Changing Times Education
Service Division
E.M.C. Corporation
180 East Sixth Street
St. Paul, MN 55101

Campbell Soup Company
Box (MM) 56
Camden, NJ 08101

Chain Store Publishing Corporation,
425 Park Avenue
New York, NY 10022

Downe Publishing Company
641 Lexington Avenue
New York, NY 10022

Fearon-Pitman Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

Franklin Clay Films
P.O. Box 2036-1
Costa Mesa, CA 92626

Future Homemakers of America
National FHA/HERO Headquarters
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Hayden Book Co., Inc.
50 Essex Street
Rochelle Park, NJ 07662

Hearst Corporation
717 Fifth Avenue
New York, NY 10022

Home Economics Instructional
Materials Center
Texas Tech University
P.O. Box 4067
Lubbock, Texas 79409

Illinois Teacher
351 Education Building
University of Illinois
Urbana, IL 61801

Instructional Materials Center
Main Building 2400
The University of Texas at Austin
Austin, TX 78712

The Iowa State University Press
South State Avenue
Ames, IA 50010

ITT Educational Publishing
4300 West 62nd Street
Indianapolis, IN 46206

Library of Congress
Division for the Blind and
Physically Handicapped
1291 Taylor Street, N.W.
Washington, D.C. 20540

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Macmillan Publishing Co., Inc.
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